2026 – 2027 Florida Course Descriptions for Grades PK-12, Exceptional Student Education

Elementary

Rule 6A-1.09414, F.A.C.

Effective November 2026

Course Descriptions

ESE - Elementary

Current (2026) and Future Versions

Prekindergarten Disabilities: Age 0-2 (#7650030)

Version: 2023 - And Beyond (current)

Course Information

General Notes

Purpose

The purpose of this course is to enable children birth through age 2 years with disabilities to gain knowledge and apply skills in natural environments in the following areas:

- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Mathematical Thinking
- Scientific Inquiry
- Social Studies
- Creative Expression Through the Arts

Specific course content must include outcomes identified by the Individualized Family Support Plan (IFSP) team.

Course Requirements

I. Physical Development

The rapid growth of young children that takes place during this period involves the development of strength, balance, and coordination. Development of gross, fine, and sensorimotor skills enables children to participate in physical activities such as play and self-care.

A child's needs for physical support and intervention vary according to their specific motor delays and disabilities, with the goal being that the child can move as independently and as safely as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture. Positioning and handling refer to the way adults physically interact with the young child, such as picking up, holding, carrying, and laying the child down. Optimal positioning ensures that the child functions as independently as possible. Positioning equipment and adaptive tools are prescribed and monitored by a licensed occupational or physical therapist. Collaboration among family, service providers, and staff supporting a child is vital to facilitate consistency and safety in providing instruction and activities that address the child's physical needs.

Adults who are supporting young children's needs for physical development should include social and play interactions, along with interesting toys and materials while providing interventions. Play encourages and helps children learn how to manipulate objects, maintain interest and attention, and leads to more physical movement.

1. Engages in physical activities with increasing balance, coordination, endurance and intensity, including using senses and movement to explore and engaging in brief periods of physical play.
2. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities by following adult guidance and directions related to basic safety (beginning at ages 18 - 24 months) and demonstrates differences in safe and unsafe behaviors (24 – 36 months).
3. Responds to and initiates care routines that support personal hygiene by showing awareness of and cooperating with hygiene routines. (beginning at ages 8-18 months) and carries out some steps on own (24 – 36 months).
4. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices. Shows interest in being fed (beginning ages birth - 8 months) and begins to choose foods, feed self some foods, explore foods (beginning at ages 8 - 18 months) and feeds self with varying utensils, communicates hunger and thirst (24 – 36 months).
5. Demonstrates use of large muscles for movement, position, strength and coordination in the use of learning new postures and positions and changing positions (beginning ages birth - 8 months).
6. Demonstrates use of large muscles to move in the environment to explore and participate by reaching, holding, and interacting with objects (beginning ages birth - 8 months).
7. Uses perceptual information to guide motions and interactions with objects and other people by moving with intention (beginning ages birth - 8 months) and coordinating perceptual and motor movements (beginning 18 - 36 months).
8. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks such as reaching, grasping, and holding a bottle or toys (beginning ages birth - 8 months) and later utensils, puzzle pieces, or paint brushes (beginning ages 8 -18 months) and use eye-hand coordination to participate in routines and a variety of activities (24 – 36 months).

II. Approaches to Learning

Approaches to Learning is a unique and critical domain of children’s development. Although each of the other domains of development reflects specific content knowledge that document what children know and do, Approaches to Learning is not about specific content knowledge. Instead, it addresses how children deal with new environments, interactions, and discoveries. Approaches to Learning describes children’s attitudes and dispositions toward learning.

Children's approaches to learning are highly dependent on the quality and quantity of interactions with supportive adults. Children benefit from participating in environments that provide a variety of sensory experiences, access to developmentally appropriate toys and materials, and multiple opportunities for exploration.

Because children's individual needs vary, considerations in structuring activities should be given to providing multiple ways to engage children and ensure access to a variety of toys and materials at different developmental levels. In developing supports, adults should be aware of children’s needs related to tactile, visual, auditory, and physical aspects of the environment and interactions. Teachers, service providers, and families should collaborate to develop and use physical, visual, and verbal cues, along with predicable schedules and routines, to provide environmental support based on each child’s needs.

1. Shows awareness of and interest in the environment and begins to show curiosity by exploring interactions with people and objects.
2. Attends to sights, sounds and people for brief periods of time and increases attention to persist in repetitive or preferred activities.
3. Notices and shows excitement about familiar people and activities and increases curiosity in exploring objects in familiar settings.
4. Planning and reflection skills are generally exhibited beginning at age 36 months; however, these skills are encouraged by activities that involve talking to children about routines and facilitating choice making.

III. Social and Emotional Development

Young children's early relationships with caregivers become the framework for their future social and emotional development. Children construct knowledge about the world through their social exchanges, signifying the importance of social and emotional development to all other areas of development. Through relationships and healthy attachments with adults and other children, young children can develop the capacity to express what they are thinking, feeling, and learning.

In planning activities for young children, provide interesting materials and space to allow and encourage them to move toward and reach for objects and people. Ensure that the needs of young children are met in a predictable manner and provide objects and responses that help them learn to calm and soothe themselves. Provide periods of quiet activities interspersed with periods of active play. Consider children's needs for visual, auditory, verbal, and physical adaptations when planning activities and interactions.

1. Expresses, identifies and responds to a range of emotions. This skill often begins with the use of sounds and facial expressions (ages birth – 8 months) and develops toward identifying emotions in others and reacting differently to varying emotions (ages 18 – 24 months) and labels emotions in self and others (24 – 36 months).
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression, imitating facial expressions (birth – 8 months), using facial expressions and gestures (8 – 18 months), and using words to label emotions in various settings (18 – 36 months).
3. Demonstrates ability to self-regulate, including acceptance of being soothed by a familiar adult, holding a preferred object, accepting adult guidance for calming.
4. Attends to sights, sounds, objects, people and activities for increasing periods of time to maintain joint attention and persist at preferred activities.
5. Develops positive relationships with adults. This includes developing positive social interactions and games with familiar adults.
6. Develops positive relationships with peers. This skill often begins with noticing other children and smiling, making noises, or reaching in their direction (birth – 8 months), interacting briefly or playing near peers (8 – 18 months), and develops toward interacting during play, engaging in turn-taking activities (18 – 24 months), and seeking out other children for play (24 – 36 months).
7. Develops increasing ability to engage in social problem-solving, including seeking adult attention (birth – 8 months), seeking adult assistance (8 – 18 months), and imitating others' actions (18 – 24 months) to problem solve, identifies a problem and seeks adult assistance (24 – 36 months).
8. Exhibits empathy by demonstrating care and concern for others, sometimes evidenced when children cry when hearing other children cry (birth – 8 months), smile or change

facial expressions when they see emotions in others (8 – 18 months), and developing toward reacting verbally or with gestures in relation to noticing emotions (18 – 36 months).

9. Develops sense of identity and belonging through play, including seeking attention from adults and children and engaging in parallel play.
10. Develops sense of identity and belonging through exploration and persistence by showing interest in exploring surroundings and in persisting in engaging in an activity.
11. Develops sense of identity and belonging through routines, rituals and interactions by responding to and beginning to initiate familiar routines.
12. Develops sense of self-awareness and independence by indicating preference for specific objects, people and activities, as well as seeking adult assistance.

IV. Language and Communication

Language and communication are critical to children's ability to learn, work, and play with others. Children begin to understand language and develop communication in a variety of ways, including eye gaze, gestures, sounds, and words. It is imperative that children of all ability levels have supports to meet their needs for communication and are exposed to language-rich environments. Children's development of communication and language skills is significantly enhanced by positive and encouraging responses of adults and peers to attempts to communicate.

Children's specific needs vary according to their individual delays and effects of their disabilities. Alternate strategies are needed when developing supports for children who are nonverbal, have language delays, or who are English Language Learners (ELL). Augmentative and alternative communication (AAC) systems may be used to facilitate communication, and include sign language, voice output devices, and a picture or word board. Interventions may be developed to provide additional support for understanding language, such as peer models, visual supports for sequencing tasks and routines, and cue cards. Collaboration among teachers, service providers, and families is essential to ensure that interventions are consistently provided.

1. Demonstrates understanding when listening through actions such as responding to adults' voices, gestures, and facial expressions; responses might include gestures interact with adults (8 – 18 months) and actions or verbalizations to follow adults' requests (18 – 36 months).
2. Increases knowledge through listening by turning toward familiar sounds and repeated phrases (birth – 8 months), responding to own name and familiar phrases used during routines (8 – 18 months), interacting with gestures or verbalizations to participate in conversations, songs, and games (18 – 24 months), and participating in conversations, responding to questions, and identifying familiar sounds (24 – 36 months).
3. Follows simple one-step directions beginning with maintaining attention to adult voices and developing toward following adult directions such as "give me …", "show me …", and "sit here" with prompts and assistance.
4. Speaks and is understood through use of speech like sounds in vocalizations (birth – 8 months and increasing in number during 8 – 18 months) and using words and simple phrases that are understood by familiar adults (18 – 36 months).
5. Shows an understanding (receptively) of words and their meanings by looking at objects named and responding to own name (birth – 8 months), points to responds to the name of familiar objects (8 – 18 months), points to pictures or body parts and responds to simple requests (18 – 36 months).

6. Uses increased vocabulary (expressively) to describe objects, actions, and events beginning with vocalizations, putting two or more words together and developing to using descriptive words in phrases.
7. Uses age-appropriate grammar through playing with speech sounds, verbalizing words that are mostly nouns (8 – 18 months) to verbalizing phrases of both nouns and verbs (18 – 24 months), and using longer phrases which include descriptive words.
8. Connects words, phrases, and sentences to express ideas as evidenced by productions of single words (8 – 18 months) to phrases that include labels and actions (18 – 36 months).
9. Uses verbal and nonverbal communication and language to express needs, feelings, share experiences, and resolve problems by using facial expressions to initiate and respond (birth – 8 months), responding to simple questions (8 – 18 months), initiating conversations through statements and questions (18 – 36 months).
10. Asks questions and responds to adults and peers in a variety of settings beginning with responding to tones of voice (birth – 8 months) and developing toward using gestures and phrases in back-and-forth conversational mode (18 – 36 months).
11. Demonstrates understanding of social conventions of communication and language use by responding to adult contacts through facial expressions, gestures, and vocalizations (birth – 8 months), responding to adult contact by imitating adult expressions and verbalizations (8 – 18 months), and by responding to adult interaction using words (18 – 36 months).
12. Shows motivation for and appreciation of reading through enjoyment of rhythms and sounds, showing interest of pictures in books, showing understanding that pictures represent objects (18 – 24 months), understanding that pictures represent objects and event and pretending to read (24 – 36 months).
13. Shows age-appropriate phonological awareness. This skill is typically observed to emerge at ages 24 – 36 months and is evidenced by interest and attention to word play, nursery rhymes, and songs with repetitive sounds. However, children younger than 24 months respond to sounds and words that are paired with adult interactions.
14. Shows comprehension of books read aloud through showing interest when an adult reads a book aloud (birth – 8 months), interacting with an adult reading aloud (8 – 18 months), and pointing to pictures or making sounds or words to interact when an adult reads aloud (18 – 36 months).
15. Begins to show motivation to engage in written expression beginning with making random marks and scribbles (8 – 18 months) to making controlled and purposeful marks (18 – 24 months) and to express an idea about the marks (24 – 36 months).
16. Shows alphabet and print knowledge beginning ages 24 – 36 months by recognizing that print conveys meaning.

Mathematical Thinking

The understanding of mathematical concepts helps children make sense of their world. The foundation of mathematical understanding is developed when young children observe and interact with their environment. Interest in and understanding of math can be embedded into daily routines and activities as children are encouraged to interact with their environment through exploration and play. Young children with delays or disabilities are likely to require encouragement and practice to process and organize information, as well as supports for understanding and communicating concepts associated with participation in activities that will facilitate the development of mathematical skills.

1. Shows skills in and understanding of number sense by attending to objects during play and observing finger plays (birth – 8 months), indicating understanding of terms such as “all gone” and “more” (8 – 18 months), and begins to count 2 objects (18 – 24 months).
2. Shows knowledge of quantity by exploring objects held in hands (birth – 8 months), noticing a reduction in number of objects (8 – 18 months), understanding changes in amounts of objects (18 – 24 months and 24 – 36 months)
3. Shows awareness of patterns by exploring objects with varying characteristics (birth – 8 months), matching and ordering groups of objects, often through trial and error (8 – 18 months and 18 – 24 months), recognizing patterns in the environment, and replicating motions in a pattern (24 – 36 months).
4. Begins to show understanding of geometry concepts by noticing shapes in the environment (birth – 18 months) and matching and sorting shapes (18 – 36 months).
5. Begins to show understanding of spatial relations by watching and exploring with the movement of objects (birth – 8 months), follows physical motions to show positions (8 - 18 months), manipulates objects or pieces to make them fit into puzzles or containers (18 – 36 months).
6. Begins to show understanding of measurement and data by exploring objects (birth – 8 months), shows awareness of size and weight of objects (8 – 18 months), uses words and gestures to describe attributes of “big” and “small” (18 – 24 months), use a variety of descriptions to describe size and quantity and sorts objects by one attribute (24 – 36 months).

Scientific Inquiry

Scientific inquiry relates to how children explore and discover in their environment. Their understanding of objects and concepts expands as they are exposed to and encouraged to engage in multiple experiences. Adults should engage with children and facilitate exploration and understanding by helping them participate. Adults should describe and discuss the concepts that children are exploring during play and interactions to expand children’s knowledge. Young children with delays or disabilities are likely to require encouragement and practice to process and organize information, as well as supports for understanding and communicating concepts associated with participation in activities that will facilitate the understanding of scientific inquiry.

1. Uses senses to explore and understand their social and physical environment through responding to information received through the senses and using a variety of actions to explore the environment (birth – 18 months), identifies sense organs and identifies varying sensory input from the environment (18 – 36 months).
2. Uses tools in scientific inquiry by responding to people and objects in simple ways (birth – 8 months), manipulating objects in purposeful ways and during play (8 – 24 months), uses objects to explore and observe (24 – 36 months).
3. Demonstrates knowledge of living things in their environment beginning with their own bodies and developing toward increased knowledge of varying plants and animals in their surroundings.
4. Demonstrates knowledge of physical science beginning with the movement of objects in their environments and developing toward understanding a variety of motions, speed of motions, and attributes associated with a range of objects.
5. Demonstrates knowledge related to the properties of earth and sky, including touching and exploring water, sand, and soil (birth – 18 months), engaging in structured play with and exploring properties of water, sand, and soil (18 – 36 months).
6. Demonstrates awareness of relationships to people and objects in their environment by recognizing and identifying toward describing familiar people and objects.

7. Shows interest in how simple tools and machines assist with problem solving through attempting to use objects as tools during play (8 – 18 months), using and exploring simple tools as props during play (18 – 36 months).

Social Studies

Each child's understanding of social studies begins with self and family and expands to include larger groups, often an early childhood program. Children require nourishing, respectful, and encouraging interactions to develop social understanding and experience success in social interactions. Children with delays or disabilities require repeated experiences that provide practice, along with positive and specific feedback to support their social development. Collaboration with family members is vital in helping children understand social skills within their immediate environment, as well as other social settings.

1. Demonstrates understanding of cultural practices by first experiencing and developing toward participating in and identifying family practices.
2. Demonstrates understanding of individual development and identity by first exploring characteristics of self and developing toward recognizing own characteristics along with varying characteristics of a group.
3. Shows knowledge of individual and groups by recognizing and identifying family members (birth – 18 months), responding to the needs of others and following group routines (18 – 36 months).
4. Shows knowledge of places, spaces, and environments by responding to people and objects in varying ways (birth – 18 months), recognizing personal space and familiar places in the environment (18 – 36 months).
5. Demonstrates understanding of time, community, and change beginning with responding to schedules and developing toward sequencing events of own schedule.
6. Demonstrates understanding of governance, civic ideals and practices beginning with responding to people and objects and developing toward following requests and understanding expectations in varying situations.
7. Shows knowledge of economics and resources beginning with seeking responses from people and developing toward communicating to get needs met and showing awareness of a variety of occupations.
8. Demonstrates understanding of technology beginning with reacting in various ways to people and objects and developing toward recognizing and exploring tools, machines, and interactive media.

Creative Expression

Creative expression provides children opportunities to express ideas and emotions, as well as to use tools and implements to accomplish their creative intent. Through creative arts, children are encouraged to develop their own ideas while learning to appreciate the ideas and products of others. Children who have delays and disabilities are likely to need encouragement to begin creative projects and might benefit from ideas or visual supports to help them develop a theme for a creative expression. Children with disabilities might require physical supports for using tools.

1. Demonstrates participation and interest in sensory art beginning with experiencing a variety of sensory materials and activities and developing toward making choices of art activities and expressing self through art activities.

2. Demonstrates participation and interest in music beginning by responding to music in a variety of ways and developing toward making choices of preferred music, engaging in creative music activities, and engaging in group musical activities.
3. Shows creative movements beginning with showing increasing body awareness and developing toward using movement to show feelings and ideas, as well as movements that represent knowledge.
4. Demonstrates imaginative and creative play beginning with imitations of familiar actions to play that uses objects and ideas for the purpose of engaging in creative play.
5. Shows appreciation of the arts by responding to various forms of art in the environment and developing toward responding to their own and others' art.

Notes

This course is designed for infants and toddlers with disabilities who need intensive, individualized intervention to address the child's developmental needs and the family's concerns and priorities identified on the IFSP. The expectations of this course are aligned with the Florida Early Learning and Developmental Standards – Birth to Kindergarten (2017) adopted by the State Board of Education in December 2017, and the Division of Early Childhood Recommended Practices (DEC 2014).

The delivery of this course is carried out through collaboration of the IFSP team, which includes the teachers, families, and other service providers. Families play a crucial role in optimizing young children's development. Early intervention builds the family's capacity to help children develop and learn. Sensitivity to cultural diversity of families is essential when developing working relationships among members of the IFSP team and when delivering services.

A whole-child approach to early intervention recognizes that all developmental domains are interrelated. An integrated approach is more effective than attention to one domain in isolation. For this reason, the continued involvement of a team of professionals and parents is critical.

This course is designed to address a wide range of disabilities within the population of infants and toddlers with disabilities. Course requirements may be added or modified based on needs and priorities indicated in the IFSP.

The following references were used in the development of this course description:

Division for Early Childhood of the Council for Exceptional Children. (2014). *DEC Recommended Practices in Early Intervention and Early Childhood Special Education 2014.* Retrieved from https://www.dec-sped.org/dec-recommended-practices

Florida Department of Early Learning and Developmental Standards. Division of Early Learning. (2017). *Florida Early Learning and Developmental Standards 2017.* Retrieved from http://flbt5.floridaearlylearning.com/docs/EGBirthtoK.pdf

National Association for the Education of Young Children (NAEYC). (2022). *Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8.* Position Statement. Retrieved from https://www.naeyc.org/resources/developmentally-appropriate-practice

General Information

Course Number: 7650030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Prekindergarten >

Abbreviated Title: PK DISABS: 0-2

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): PreK

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Speech Correction (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Speech Language Impaired (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Prekindergarten Disabilities Endorsement **Plus** Hearing Impaired (Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Prekindergarten Disabilities Endorsement
- Primary Education (K-3 - No Longer Issued) **Plus** Prekindergarten Disabilities Endorsement
- Prekindergarten Disabilities Endorsement **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Prekindergarten Disabilities Endorsement
- Preschool Education (Birth through Age 4)
- Prekindergarten/Primary Education (Age 3 through Grade 3)
- Prekindergarten Disabilities Endorsement **Plus** Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

If contracted in accordance with Rule 6A-6.0361, Florida Administrative Code, see Section 1 for specific information on exemptions to the endorsement(s).

Prekindergarten Disabilities: Age 3-5 (#7650130)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **BtoK.3y-4y.AL.1.1:** Shows curiosity and is eager to learn new things and have new experiences
- **BtoK.3y-4y.AL.2.1:** Sustains attention for brief periods and finds help when needed
- **BtoK.3y-4y.AL.3.1:** Approaches daily activities with creativity
- **BtoK.3y-4y.AL.4.1:** Shows initial signs of planning and learning from their experiences
- **BtoK.3y-4y.CE.1.1:** Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials
- **BtoK.3y-4y.CE.2.1:** Engages in a variety of individual and group musical activities with more coordinated intention
- **BtoK.3y-4y.CE.2.2:** Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)
- **BtoK.3y-4y.CE.3.1:** Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
- **BtoK.3y-4y.CE.4.1:** Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, using a variety of objects in own environment
- **BtoK.3y-4y.CE.5.1:** Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others
- **BtoK.3y-4y.LL.1.1:** Demonstrates understanding when listening

  Benchmark a.
  Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal

  Benchmark b.
  Shows understanding by answering factual questions and responding appropriately to what is said

- **BtoK.3y-4y.LL.1.2:** Increases knowledge through listening

  Benchmark a.
  Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection

  Benchmark b.
  Observes simple aspects of child's world and responds and reacts

- **BtoK.3y-4y.LL.1.3:** Follows directions

Benchmark a.
Achieves mastery of one-step directions and usually follows two-step directions

- **BtoK.3y-4y.LL.2.1:** Speaks and is understood when speaking

  Benchmark a.
  Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

- **BtoK.3y-4y.LL.3.1:** Shows an understanding of words and their meanings (receptive)

  Benchmark a.
  Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

  Benchmark b.
  Begins to understand the use of words in different context (including plurals and past tense in speech)

- **BtoK.3y-4y.LL.3.2:** Uses increased vocabulary to describe objects, actions and events (expressive)

  Benchmark a.
  Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)

  Benchmark b.
  Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)

- **BtoK.3y-4y.LL.4.1:** Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

  Benchmark a.
  Produces utterances of four to five units of meaning in length

  Benchmark b.
  Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We're building.”)

- **BtoK.3y-4y.LL.4.2:** Connects words, phrases and sentences to build ideas

  Benchmark a.
  Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt's got blue flowers.”)

  Benchmark b.
  Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)

  Benchmark c.
  Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)

- **BtoK.3y-4y.LL.5.1:** Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

  Benchmark a.
  Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information

- **BtoK.3y-4y.LL.5.2:** Asks questions, and responds to adults and peers in a variety of settings

  Benchmark a.
  Asks and responds to increasingly longer and more complex sentences and simple questions

- **BtoK.3y-4y.LL.5.3:** Demonstrates understanding of the social conventions of communication and language use

  Benchmark a.
  Demonstrates awareness of nonverbal conversational rules

  Benchmark b.
  Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

  Benchmark c.
  Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)

- **BtoK.3y-4y.LL.6.1:** Shows motivation for and appreciation of reading

  Benchmark a.
  Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others

  Benchmark b.
  Begins to make real-world connections between stories and real-life experiences

  Benchmark c.
  Interacts appropriately with books; pretends to read, holds book appropriately or picture reads

  Benchmark d.
  Asks to be read to or asks the meaning of written text

  Benchmark e.
  Participates in conversations that demonstrate appreciation of printed materials

- **BtoK.3y-4y.LL.6.2:** Shows age-appropriate phonological awareness

  Benchmark a.
  Listens and matches rhythm, volume and pitch of rhymes, songs and chants

- **BtoK.3y-4y.LL.6.3:** Shows alphabetic and print knowledge

  Benchmark a.
  Recognizes that print conveys meaning

Benchmark b.
Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

Benchmark c.
Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

- **BtoK.3y-4y.LL.6.4:** Demonstrates comprehension of books read aloud

  Benchmark a.
  Retells or reenacts parts of a story after it is read aloud

- **BtoK.3y-4y.LL.7.1:** Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

  Benchmark a.
  Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas

- **BtoK.3y-4y.MT.1.1:** Subitizes (immediately recognizes without counting) the number of objects in a set of four objects
- **BtoK.3y-4y.MT.1.2:** Counts and identifies the number sequence “1 to 10”
- **BtoK.3y-4y.MT.1.3:** Begins to demonstrate one-to-one correspondence up to 10 during daily routines
- **BtoK.3y-4y.MT.1.4:** Identifies the last number spoken tells “how many” up to five (cardinality)
- **BtoK.3y-4y.MT.1.5:** Counts sets constructed by the teacher to five and beyond
- **BtoK.3y-4y.MT.1.6:** Constructs and counts sets of one to five and beyond
- **BtoK.3y-4y.MT.2.1:** Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems
- **BtoK.3y-4y.MT.2.2:** Changes size of a set of up to five objects by combining and taking away
- **BtoK.3y-4y.MT.3.1:** Notices a pattern with a missing object and completes the pattern by filling in the missing object
- **BtoK.3y-4y.MT.3.2:** Begins to duplicate a pattern from a model
- **BtoK.3y-4y.MT.4.1:** Recognizes and names typical shapes (circle, square, triangle)
- **BtoK.3y-4y.MT.4.2:** Matches a wider variety of shapes and orientations
- **BtoK.3y-4y.MT.4.3:** Explores three-dimensional shapes in the environment through play
- **BtoK.3y-4y.MT.5.1:** Demonstrates an understanding of basic spatial directions through songs, finger plays and games
- **BtoK.3y-4y.MT.5.2:** Demonstrates directionality, order and position of objects by following simple directions
- **BtoK.3y-4y.MT.6.1:** Uses size words to label objects
- **BtoK.3y-4y.MT.6.2:** Explores two objects by making direct comparisons in length, weight and size using a single attribute

- **BtoK.3y-4y.MT.6.3:** Measures object attributes using a variety of standard and nonstandard tools with adult guidance
- **BtoK.3y-4y.MT.6.4:** Participates in group sorting and data collection
- **BtoK.3y-4y.PD.1.1:** Engages in physical activities with increasing balance, coordination, endurance and intensity

  Benchmark a.
  Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)

- **BtoK.3y-4y.PD.2.1:** Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

  Benchmark a.
  Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)

- **BtoK.3y-4y.PD.3.1:** Responds to and initiates care routines that support personal hygiene

  Benchmark a.
  Carries out familiar hygiene routines with occasional reminders of how to do them

- **BtoK.3y-4y.PD.4.1:** Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
  Benchmark a.
  Serves self or others by scooping or pouring from containers

  Benchmark b.
  Begins to recognize nutritious food choices and healthy eating habits

- **BtoK.3y-4y.PD.5.1:** Demonstrates use of large muscles for movement, position, strength and coordination

  Benchmark a.
  Begins to balance, such as on one leg or a beam, for short periods

  Benchmark b.
  Begins to perform some skills, such as jumping for height and hopping

  Benchmark c.
  Engages in physical activity that requires strength and stamina for brief periods

- **BtoK.3y-4y.PD.5.2:** Demonstrates use of large muscles to move in the environment

  Benchmark a.
  Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)

- **BtoK.3y-4y.PD.6.1:** Uses perceptual information to guide motions and interactions with objects and other people

  Benchmark a.
  Begins to act and move with purpose and recognizes differences in direction, distance and location

Benchmark b.
Demonstrates awareness of own body in relation to others

- **BtoK.3y-4y.PD.7.1:** Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

  Benchmark a.
  Uses various drawing and art tools with developing coordination

- **BtoK.3y-4y.PD.7.2:** Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

  Benchmark a.
  Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)

  Benchmark b.
  Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)

- **BtoK.3y-4y.SE.1.1:** Expresses, identifies and responds to a range of emotions

  Benchmark a.
  Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)

- **BtoK.3y-4y.SE.1.2:** Demonstrates appropriate affect (emotional response) between behavior and facial expression

  Benchmark a.
  Verbalizes own feelings and those of others

- **BtoK.3y-4y.SE.2.1:** Demonstrates ability to self-regulate

  Benchmark a.
  Begins to verbalize emotions

- **BtoK.3y-4y.SE.2.2:** Attends to sights, sounds, objects, people and activities

  Benchmark a.
  Begins to sustain attention for brief periods of time in group activities

- **BtoK.3y-4y.SE.3.1:** Develops positive relationships with adults

  Benchmark a.
  Develops positive relationships and interacts comfortably with familiar adults

- **BtoK.3y-4y.SE.3.2:** Develops positive relationships with peers

  Benchmark a.
  Builds social relationships and becomes more connected to other children

  Benchmark b.
  Demonstrates strategies for entry into social play with peers

Benchmark c.
Develops an initial understanding of bullying

- **BtoK.3y-4y.SE.3.3:** Develops increasing ability to engage in social problem solving

  Benchmark a.
  Able to suggest a potential solution to social problems, and with adult support, is able to follow through

- **BtoK.3y-4y.SE.3.4:** Exhibits empathy by demonstrating care and concern for others

  Benchmark a.
  Responds to the emotions of others with comforting words or actions

- **BtoK.3y-4y.SE.4.1:** Develops sense of identity and belonging through play

  Benchmark a.
  Continues to play with preferred playmates

- **BtoK.3y-4y.SE.4.2:** Develops sense of identity and belonging through exploration and persistence

  Benchmark a.
  Continues sustained independent play and participates in more planned group activities

- **BtoK.3y-4y.SE.4.3:** Develops sense of identity and belonging through routines, rituals and interactions

  Benchmark a.
  Begins to show a willingness to be flexible if routines must change in minor ways

- **BtoK.3y-4y.SE.4.4:** Develops sense of self-awareness and independence

  Benchmark a.
  Increasingly uses words to communicate wants and needs

  Benchmark b.
  Begins to recognize preferences of others

  Benchmark c.
  Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)

  Benchmark d.
  Begins to identify self as part of a group (e.g., class or family)

- **BtoK.3y-4y.SI.1.1:** Uses senses to explore and understand their social and physical environment

  Benchmark a.
  Begins to identify each of the five senses and how they relate to the sense organs

  Benchmark b.
  Uses senses to observe and experience objects and environment

- **BtoK.3y-4y.SI.1.2:** Uses tools in scientific inquiry

Benchmark a.
Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)

- **BtoK.3y-4y.SI.1.3:** Uses understanding of causal relationships to act on social and physical environments

  Benchmark a.
  Makes simple predictions and reflects on what caused something to happen

  Benchmark b.
  Participates in and discusses simple experiments

  Benchmark c.
  Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)

- **BtoK.3y-4y.SI.2.1:** Demonstrates knowledge related to living things and their environments

  Benchmark a.
  Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)

  Benchmark b.
  Begins to notice the similarities and differences among various living things

  Benchmark c.
  Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)

  Benchmark d.
  Explores the differences between living and non-living things

  Benchmark e.
  Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)

- **BtoK.3y-4y.SI.3.1:** Demonstrates knowledge related to physical science

  Benchmark a.
  Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)

  Benchmark b.
  Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)

  Benchmark c.
  Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)

  Benchmark d.
  Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)

- **BtoK.3y-4y.SI.4.1:** Demonstrates knowledge related to the dynamic properties of earth and sky

  Benchmark a.
  Investigates and asks questions about the properties of water using adult- and child-directed activities

  Benchmark b.
  Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities

  Benchmark c.
  Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)

  Benchmark d.
  Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play

  Benchmark e.
  Observes and discusses weather changes day to day

- **BtoK.3y-4y.SI.5.1:** Demonstrates awareness of relationship to people, objects and living/non-living things in their environment

  Benchmark a.
  Describes familiar people and objects in the environment

  Benchmark b.
  Participates in activities to protect the environment

- **BtoK.3y-4y.SI.6.1:** Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

  Benchmark a.
  Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)

  Benchmark b.
  Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)

  Benchmark c.
  Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

- **BtoK.3y-4y.SS.1.1:** Begins to identify self as a member of a culture
- **BtoK.3y-4y.SS.1.2:** Begins to understand everyone belongs to a culture
- **BtoK.3y-4y.SS.1.3:** Explores culture of peers and families (classroom)
- **BtoK.3y-4y.SS.2.1:** Recognizes characteristics of self as an individual

- **BtoK.3y-4y.SS.2.2:** Recognizes the ways self is similar to and different from peers and others
- **BtoK.3y-4y.SS.3.1:** Identifies self and others as part of a group
- **BtoK.3y-4y.SS.3.2:** Identifies groups within a community
- **BtoK.3y-4y.SS.3.3:** Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)
- **BtoK.3y-4y.SS.3.4:** Exhibits emerging leadership skills and roles (e.g., line leader and door holder)
- **BtoK.3y-4y.SS.4.1:** Recognizes the relationship of personal space to surroundings
- **BtoK.3y-4y.SS.4.2:** Identifies own environment and other locations
- **BtoK.3y-4y.SS.4.3:** Identifies basic physical characteristics (e.g., landmarks or land features)
- **BtoK.3y-4y.SS.4.4:** Begins to use spatial words (e.g., far/close, over/under and up/down)
- **BtoK.3y-4y.SS.4.5:** Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)
- **BtoK.3y-4y.SS.5.1:** Recognizes sequence of events to establish a sense of order and time
- **BtoK.3y-4y.SS.5.2:** Explores changes that take place over time in the immediate environment
- **BtoK.3y-4y.SS.6.1:** Begins to recognize and follow rules and expectations in varying settings
- **BtoK.3y-4y.SS.6.2:** Begins to participate in problem solving and decision making
- **BtoK.3y-4y.SS.6.3:** Begins to recognize national patriotic symbols (e.g., flag and eagle)
- **BtoK.3y-4y.SS.7.1:** Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)
- **BtoK.3y-4y.SS.7.1:** Begins to recognize the difference between wants and needs
- **BtoK.3y-4y.SS.7.2:** Recognizes familiar people who perform different occupations
- **BtoK.4y-K.AL.1.1:** Shows increased curiosity and is eager to learn new things and have new experiences
- **BtoK.4y-K.AL.2.1:** Attends to tasks for a brief period of time
- **BtoK.4y-K.AL.3.1:** Approaches daily activities with creativity and inventiveness
- **BtoK.4y-K.AL.4.1:** Demonstrates some planning and learning from experiences
- **BtoK.4y-K.CE.1.1:** Combines with intention a variety of open-ended, process-oriented and diverse art materials
- **BtoK.4y-K.CE.2.1:** Actively participates in a variety of individual and group musical activities
- **BtoK.4y-K.CE.2.2:** Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities
- **BtoK.4y-K.CE.3.1:** Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

- **BtoK.4y-K.CE.4.1:** Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in own environment
- **BtoK.4y-K.CE.5.1:** Uses appropriate art vocabulary to describe own art creations and those of others
- **BtoK.4y-K.CE.5.2:** Compares own art to similar art forms
- **BtoK.4y-K.CE.5.3:** Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past
- **BtoK.4y-K.PD.1.1:** Engages in physical activities with increasing balance, coordination, endurance and intensity

  Benchmark a.
  Seeks to engage in physical activities or active play routinely with increased intensity and duration

- **BtoK.4y-K.PD.2.1:** Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

  Benchmark a.
  Consistently follows basic safety rules independently across different situations

  Benchmark b.
  Identifies consequences of not following safety rules

- **BtoK.4y-K.PD.3.1:** Responds to and initiates care routines that support personal hygiene

  Benchmark a.
  Initiates and completes familiar hygiene routines independently

- **BtoK.4y-K.PD.4.1:** Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

  Benchmark a.
  Assists adults in preparing simple foods to serve to self or others

  Benchmark b.
  Recognizes nutritious food choices and healthy eating habits

- **BtoK.4y-K.PD.5.1:** Demonstrates use of large muscles for movement, position, strength and coordination

  Benchmark a.
  Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another

  Benchmark b.
  Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running

  Benchmark c.
  Engages in more complex movements (e.g., riding a tricycle with ease)

Benchmark d.
Engages in physical activities of increasing levels of intensity for sustained periods of time

- **BtoK.4y-K.PD.5.2:** Demonstrates use of large muscles to move in the environment

  Benchmark a.
  Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)

- **BtoK.4y-K.PD.6.1:** Uses perceptual information to guide motions and interactions with objects and other people

  Benchmark a.
  Acts and moves with purpose and independently recognizes differences in direction, distance and location

  Benchmark b.
  Demonstrates spatial awareness through play activities

- **BtoK.4y-K.PD.7.1:** Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

  Benchmark a.
  Shows hand control using various drawing and art tools with increasing coordination

- **BtoK.4y-K.PD.7.2:** Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

  Benchmark a.
  Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)

  Benchmark b.
  Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting

  Benchmark c.
  Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

- **BtoK.4y-K.SE.1.1:** Expresses, identifies and responds to a range of emotions

  Benchmark a.
  Recognizes the emotions of peers and responds with empathy and compassion

- **BtoK.4y-K.SE.1.2:** Demonstrates appropriate affect (emotional response) between behavior and facial expression

  Benchmark a.
  Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately

- **BtoK.4y-K.SE.2.1:** Demonstrates ability to self-regulate

Benchmark a.
Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

- **BtoK.4y-K.SE.2.2:** Attends to sights, sounds, objects, people and activities

  Benchmark a.
  Increases attention to preferred activities and begins to attend to non-preferred activities

- **BtoK.4y-K.SE.3.1:** Develops positive relationships with adults

  Benchmark a.
  Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults

- **BtoK.4y-K.SE.3.2:** Develops positive relationships with peers

  Benchmark a.
  Plays with peers in a coordinated manner including assigning roles, materials and actions

  Benchmark b.
  Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking

  Benchmark c.
  Responds appropriately to bullying behavior

- **BtoK.4y-K.SE.3.3:** Develops increasing ability to engage in social problem solving

  Benchmark a.
  Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

- **BtoK.4y-K.SE.3.4:** Exhibits empathy by demonstrating care and concern for others

  Benchmark a.
  Able to take the perspective of others and actively respond in a manner that is consistent and supportive

- **BtoK.4y-K.SE.4.1:** Develops sense of identity and belonging through play

  Benchmark a.
  Engages in associative play and begins to play cooperatively with friends

- **BtoK.4y-K.SE.4.2:** Develops sense of identity and belonging through exploration and persistence

  Benchmark a.
  Persists at individual planned experiences, caregiver-directed experiences and planned group activities

- **BtoK.4y-K.SE.4.3:** Develops sense of identity and belonging through routines, rituals and interactions

Benchmark a.
Demonstrates willingness to be flexible if routines must change

- **BtoK.4y-K.SE.4.4:** Develops sense of self-awareness and independence

  Benchmark a.
  Uses words to communicate personal characteristics, preferences, thoughts and feelings

  Benchmark b.
  Recognizes preferences of others

  Benchmark c.
  Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)

  Benchmark d.
  Identifies self as a unique member of a group (e.g., class, school, family or larger community)

- **BtoK.4y-K.SI.1.1:** Uses senses to explore and understand their social and physical environment

  Benchmark a.
  Identifies each of the five senses and their relationship to each of the sense organs

  Benchmark b.
  Begins to identify and make observations about what can be learned about the world using each of the five senses

  Benchmark c.
  Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)

- **BtoK.4y-K.SI.1.2:** Uses tools in scientific inquiry

  Benchmark a.
  Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

- **BtoK.4y-K.SI.1.3:** Uses understanding of causal relationships to act on social and physical environments

  Benchmark a.
  Makes predictions and tests their predictions through experimentation and investigation

  Benchmark b.
  Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)

  Benchmark c.
  Begins to form conclusions and construct explanations (e.g., What do the results mean?)

  Benchmark d.
  Shares findings and outcomes of experiments

- **BtoK.4y-K.SI.2.1:** Demonstrates knowledge related to living things and their environments

Benchmark a.
Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)

Benchmark b.
Notices the similarities and differences among various living things

Benchmark c.
Understands that all living things grow, change and go through life cycles

Benchmark d.
Begins to distinguish between living and non-living things

Benchmark e.
Observes that living things differ with regard to their needs and habitats

- **BtoK.4y-K.SI.3.1:** Demonstrates knowledge related to physical science

  Benchmark a.
  Discusses what makes objects move the way they do and how the movement can be controlled

  Benchmark b.
  Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens

  Benchmark c.
  Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)

  Benchmark d.
  Investigates and describes changing states of matter —liquid, solid and gas

  Benchmark e.
  Explores the relationship of objects to light (e.g., light and shadows)

- **BtoK.4y-K.SI.4.1:** Demonstrates knowledge related to the dynamic properties of earth and sky

  Benchmark a.

  Describes properties of water including changes in the states of water — liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)

  Benchmark b.
  Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)

  Benchmark c.

  Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars

Benchmark d.
Compares the daytime and nighttime cycle

Benchmark e.
Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)

- **BtoK.4y-K.SI.5.1:** Demonstrates awareness of relationship to people, objects and living/non-living things in their environment

  Benchmark a.
  Demonstrates how people use objects and natural resources in the environment

  Benchmark b.
  Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)

  Benchmark c.
  Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)

- **BtoK.4y-K.SI.6.1:** Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

  Benchmark a.
  Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)

  Benchmark b.
  Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)

  Benchmark c.
  Uses appropriate tools and materials with greater flexibility to create or solve problems

  Benchmark d.
  Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

- **BtoK.4y-K.SS.1.1:** Identifies self as a member of a culture
- **BtoK.4y-K.SS.1.2:** Understands everyone belongs to a culture
- **BtoK.4y-K.SS.1.3:** Explores culture of peers and families in the classroom and community
- **BtoK.4y-K.SS.1.4:** Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)
- **BtoK.4y-K.SS.2.1:** Identifies characteristics of self as an individual
- **BtoK.4y-K.SS.2.2:** Identifies the ways self is similar to and different from peers and others
- **BtoK.4y-K.SS.2.3:** Recognizes individual responsibility as a member of a group (e.g., classroom or family)

- **BtoK.4y-K.SS.3.1:** Identifies differences and similarities of self and others as part of a group
- **BtoK.4y-K.SS.3.2:** Explains the role of groups within a community
- **BtoK.4y-K.SS.3.3:** Demonstrates awareness of group rules (e.g., family, classroom, school or community)
- **BtoK.4y-K.SS.3.4:** Exhibits leadership skills and roles (e.g., line leader and door holder)
- **BtoK.4y-K.SS.4.1:** Identifies the relationship of personal space to surroundings
- **BtoK.4y-K.SS.4.2:** Identifies differences and similarities between own environment and other locations
- **BtoK.4y-K.SS.4.3:** Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)
- **BtoK.4y-K.SS.4.4:** Uses spatial words (e.g., far/close, over/under and up/down)
- **BtoK.4y-K.SS.4.5:** Recognizes some geographic tools and resources (e.g., maps, globes or GPS)
- **BtoK.4y-K.SS.4.6:** Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)
- **BtoK.4y-K.SS.5.1:** Identifies changes within a sequence of events to establish a sense of order and time
- **BtoK.4y-K.SS.5.2:** Observes and recognizes changes that take place over time in the immediate environment
- **BtoK.4y-K.SS.6.1:** Recognizes and follows rules and expectations in varying settings
- **BtoK.4y-K.SS.6.2:** Participates in problem solving and decision making
- **BtoK.4y-K.SS.6.3:** Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)
- **BtoK.4y-K.SS.7.1:** Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)
- **BtoK.4y-K.SS.7.1:** Recognizes the difference between wants and needs
- **BtoK.4y-K.SS.7.2:** Begins to recognize that people work to earn money to buy things they need or want
- **EL.4y-K.IV.A.1:** Demonstrates understanding when listening

  Benchmark a.
  Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others

  Benchmark b.
  Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said

- **EL.4y-K.IV.A.2:** Increases knowledge through listening

Benchmark a.
Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge

Benchmark b.
Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play

- **EL.4y-K.IV.A.3:** Follows directions

  Benchmark a.
  Achieves mastery of two-step directions and usually follows three-step directions

- **EL.4y-K.IV.B.1:** Speaks and is understood when speaking

  Benchmark a.
  Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

- **EL.4y-K.IV.C.1:** Shows an understanding of words and their meanings (receptive)

  Benchmark a. Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

  Benchmark b. Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments

  Benchmark c. Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

- **EL.4y-K.IV.C.2:** Uses increased vocabulary to describe objects, actions and events (expressive)

  Benchmark a.
  Uses large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)

  Benchmark b.
  Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)

  Benchmark c.
  Identifies unfamiliar words asking for clarification

  Benchmark d.
  Uses words in multiple contexts, with the understanding that some words have multiple meanings

- **EL.4y-K.IV.D.1:** Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Benchmark a.
Typically uses complete sentences of five or more words, usually with subject, verb and object order

Benchmark b.
Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement

- **EL.4y-K.IV.D.2:** Connects words, phrases and sentences to build ideas

  Benchmark a.
  Uses sentences with more than one phrase

  Benchmark b.
  Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)

  Benchmark c.
  Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

- **EL.4y-K.IV.E.1:** Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

  Benchmark a.
  Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)

- **EL.4y-K.IV.E.2:** Asks questions, and responds to adults and peers in a variety of settings

  Benchmark a.
  Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations

- **EL.4y-K.IV.E.3:** Demonstrates understanding of the social conventions of communication and language use

  Benchmark a.
  Demonstrates increased awareness of nonverbal conversational rules

  Benchmark b.
  Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

  Benchmark c.
  Matches language to social and academic contexts (e.g., uses volume appropriate to context)

- **EL.4y-K.IV.F.1:** Shows motivation for and appreciation of reading

  Benchmark a.
  Selects books for reading enjoyment and reading related activities including pretending to read to self or others

Benchmark b.
Makes real-world connections between stories and real-life experiences

Benchmark c.
Interacts appropriately with books and other materials in a print-rich environment

Benchmark d.
Asks to be read to, asks the meaning of written text or compares books/stories

Benchmark e.
Initiates and participates in conversations that demonstrate appreciation of printed materials

- **EL.4y-K.IV.F.2:** Shows age-appropriate phonological awareness

  Benchmark a.
  Distinguishes individual words within spoken phrases or sentences

  Benchmark b.
  Combines words to make a compound word (e.g., “foot” + “ball” = “football”)

  Benchmark c.
  Deletes a word from a compound word (e.g., “starfish” − “star” = “fish”)

  Benchmark d.
  Combines syllables into words (e.g., “sis” + “ter” = “sister”)

  Benchmark e.
  Deletes a syllable from a word (e.g., “trumpet” − “trum” = “pet” or “candy” − “dy” = “can”)

  Benchmark f.
  Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)

- **EL.4y-K.IV.F.3:** Shows alphabetic and print knowledge

  Benchmark a.
  Recognizes that print conveys meaning

  Benchmark b.
  Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

  Benchmark c.
  Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

  Benchmark d.
  Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)

- **EL.4y-K.IV.F.4:** Demonstrates comprehension of books read aloud

  Benchmark a.
  Retells or reenacts story with increasing accuracy and complexity after it is read aloud

Benchmark b.
Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if…?” “What was so silly about…?” “How would you feel if you…?”)

- **EL.4y-K.IV.G.1:** Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

Benchmark a.
Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)

Benchmark b.
Uses letter-like shapes or letters to write words or parts of words

Benchmark c.
Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters

- **EL.4y-K.V.A.1:** Subitizes (immediately recognizes without counting) up to five objects
- **EL.4y-K.V.A.2:** Counts and identifies the number sequence “1 to 31”
- **EL.4y-K.V.A.3:** Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
- **EL.4y-K.V.A.4:** Identifies the last number spoken tells “how many” up to 10 (cardinality)
- **EL.4y-K.V.A.5:** Constructs and counts sets of objects (one to 10 and beyond)
- **EL.4y-K.V.A.6:** Uses counting and matching strategies to find which is more, less than or equal to 10
- **EL.4y-K.V.A.7:** Reads and writes some numerals one to 10 using appropriate activities
- **EL.4y-K.V.B.1:** Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
- **EL.4y-K.V.B.2:** Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out
- **EL.4y-K.V.C.1:** Identifies and extends a simple AB repeating pattern
- **EL.4y-K.V.C.2:** Duplicates a simple AB pattern using different objects
- **EL.4y-K.V.C.3:** Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)
- **EL.4y-K.V.D.1:** Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation
- **EL.4y-K.V.D.2:** Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)
- **EL.4y-K.V.D.3:** Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)
- **EL.4y-K.V.D.4:** Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)

- **EL.4y-K.V.E.1:** Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)
- **EL.4y-K.V.E.2:** Uses directions to move through space and find places in space
- **EL.4y-K.V.F.1:** Measures object attributes using a variety of standard and nonstandard tools
- **EL.4y-K.V.F.2:** Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects
- **EL.4y-K.V.F.3:** Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
- **EL.4y-K.V.F.4:** Represents, analyzes and discusses data (e.g., charts, graphs and tallies)
- **EL.4y-K.V.F.5:** Begins to predict the results of data collection

Course Information

General Notes

Purpose

The purpose of this course is to enable children ages 3 to 5 years with disabilities to gain knowledge/skills in the following areas:

- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language and Literacy
- Mathematical Thinking
- Scientific Inquiry
- Social Studies
- Creative Expression Through the Arts

Specific course content must include annual goals identified in the child's individual education plan (IEP).

COURSE REQUIRMENTS

Physical Development

During their first five years, young children undergo more rapid and dramatic changes in their physical development than at any other time in their lives. Changes in body proportion, coordination, and strength occur, as does increasingly complex brain development. Children develop remarkable physical, motor, and sensory capacities that enhance exploration and mastery of the environment.

1. Engages in physical activities with increasing balance, coordination, endurance and intensity.
2. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.

3. Responds to and initiates care routines that support personal hygiene.
4. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.
5. Demonstrates use of large muscles to move in the environment.
6. Uses perceptual information to guide motions and interactions with objects and other people.
7. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.

II. Approaches to Learning

Approaches to learning is a unique and critical domain of children's development. Although each of the other domains of development reflects specific content knowledge that documents what children know and do, Approaches to Learning is not specific content knowledge. Instead, it addresses how children deal with new environments, interactions, and discoveries. Approaches to Learning describes children's attitudes and dispositions toward learning.

1. Shows increased curiosity and is eager to learn new things and have new experiences
2. Attends to tasks for a brief period of time.
3. Approaches daily activities with creativity and inventiveness
4. Demonstrates some planning and learning from experiences

III. Social and Emotional Development

As children grow, their ability to establish relationships with peers and with additional adults influences how they view themselves and the world. Positive and adaptive social behaviors result from interacting with others who have different characteristics and backgrounds. With the help of supportive adults, young children expand their capacities to recognize and express their own feelings and to understand and respond to the emotions of others.

1. Expresses, identifies and responds to a range of emotions
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression
3. Demonstrates ability to self-regulate
4. Attends to sights, sounds, objects, people and activities
5. Develops positive relationships with adults
6. Develops positive relationships with peers
7. Develops increasing ability to engage in social problem solving
8. Exhibits empathy by demonstrating care and concern for others
9. Develops sense of identity and belonging through play
10. Develops sense of identity and belonging through exploration and persistence
11. Develops sense of identity and belonging through routines, rituals and interactions
12. Develops sense of self-awareness and independence

IV. Language and Literacy

Language, communication, and early literacy and writing are critical to children’s ability to learn, work, and play with others. Language and literacy development involves the way children learn to communicate with sounds, words and gestures, and eventually, the way they learn to read

and write. Children develop language and literacy through interactions with adults and other children, engagement with materials and instructional experiences.

1. Demonstrates understanding when listening
2. Increases knowledge through listening
3. Follows directions
4. Speaks and is understood when speaking
5. Shows an understanding of words and their meanings (receptive)
6. Uses increased vocabulary to describe objects, actions and events (expressive)
7. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
8. Connects words, phrases and sentences to build ideas
9. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
10. Asks questions, and responds to adults and peers in a variety of settings
11. Demonstrates understanding of the social conventions of communication and language use
12. Shows motivation for and appreciation of reading
13. Shows age-appropriate phonological awareness
14. Shows alphabetic and print knowledge
15. Demonstrates comprehension of books read aloud
16. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

Mathematical Thinking

Mathematics is everywhere and it helps children make sense of their world. Children learn by observing and interacting with their environment and are naturally curious about number and mathematical concepts. Children's development of mathematical understanding begins in the very first months of life and continues to grow and expand as they interact with others and with the world around them. For young children, math is about number knowledge, patterns, size, shape awareness, and the relationship between objects and space.

1. Subitizes (immediately recognizes without counting) up to five objects
2. Counts and identifies the number sequence 1 to 31
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
4. Identifies the last number spoken tells how many up to 10 (cardinality)
5. Constructs and counts sets of objects (one to 10 and beyond)
6. Uses counting and matching strategies to find which is more, less than or equal to 10
7. Reads and writes some numerals one to 10 using appropriate activities
8. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
9. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out
10. Identifies and extends a simple AB repeating pattern
11. Duplicates a simple AB pattern using different objects

12. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)
13. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation
14. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)
15. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)
16. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)
17. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)
18. Uses directions to move through space and find places in space
19. Measures object attributes using a variety of standard and nonstandard tools
20. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects
21. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
22. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)
23. Begins to predict the results of data collection

Scientific Inquiry

Scientific inquiry addresses children exploring the world around them. Children are natural investigators and their levels of understanding deepen over time with varied experiences. Exploration and discovery are ways that young children learn about their worlds by first using their senses and reflexes. The initial spontaneous responses of infants become more purposeful as they gain mobility. The expanding physical and motor capacities of toddlers enable them to engage in ever-widening explorations which can promote new brain connections.

1. Uses senses to explore and understand their social and physical environment
2. Uses tools in scientific inquiry
3. Uses understanding of causal relationships to act on social and physical environments
4. Demonstrates knowledge related to living things and their environments
5. Demonstrates knowledge related to physical science
6. Demonstrates knowledge related to the dynamic properties of earth and sky
7. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment
8. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

Social Studies

In the earliest years, social studies concepts simply involve children exploring their world and trying to make sense of the social and physical environments. Social interactions form the basis of social studies, therefore in the early childhood arena, each child's basic social understanding begins with self and family then expands to early education. A sensitive, respectful approach sets the tone for a child's social learning.

1. Identifies self as a member of a culture
2. Understands everyone belongs to a culture
3. Explores culture of peers and families in the classroom and community
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)
5. Identifies characteristics of self as an individual
6. Identifies the ways self is similar to and different from peers and others
7. Recognizes individual responsibility as a member of a group (e.g., classroom or family)
8. Identifies differences and similarities of self and others as part of a group
9. Explains the role of groups within a community
10. Demonstrates awareness of group rules (e.g., family, classroom, school or community)
11. Exhibits leadership skills and roles (e.g., line leader and door holder)
12. Identifies the relationship of personal space to surroundings
13. Identifies differences and similarities between own environment and other locations
14. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)
15. Uses spatial words (e.g., far/close, over/under and up/down)
16. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)
17. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)
18. Identifies changes within a sequence of events to establish a sense of order and time
19. Observes and recognizes changes that take place over time in the immediate environment
20. Recognizes and follows rules and expectations in varying settings
21. Participates in problem solving and decision making
22. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)
23. Recognizes the difference between wants and needs
24. Begins to recognize that people work to earn money to buy things they need or want
25. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)

Creative Expression Through the Arts

Creative Expression Through the Arts, provides children with opportunities to express ideas and feelings, use words, manipulate tools and media, and solve problems Through the arts, children learn to express what they know, pursue their own interests and abilities and appreciate the contributions of others. They begin to understand that others can be creative in different ways and show appreciation for these differences by asking questions and commenting.

1. Combines with intention a variety of open-ended, process-oriented and diverse art materials
2. Actively participates in a variety of individual and group musical activities
3. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities
4. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

5. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, with others using a variety of objects in own environment
6. Uses appropriate art vocabulary to describe own art creations and those of others
7. Compares own art to similar art forms
8. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past

This course is designed for children ages 3 to 5 years old with disabilities that need intensive, individualized intervention to address the child's developmental needs and annual goals identified on the IEP.

The expectations of this course are aligned with The Florida Early Learning and Developmental Standards – Birth to Kindergarten (2017) adopted by the State Board of Education in December 2017, and the Division of Early Childhood Recommended Practices (DEC 2014).

This course is designed to address a wide range of disabilities within the population of prekindergarten children. A child may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to the achievement of annual goals on the student's IEP. Additionally, course requirements may be added or modified based on the needs of the child. The child may use related technology, adaptive tools, and specialized equipment to meet course requirements.

Delivery of this course is setting neutral (Voluntary Prekindergarten-VPK, Headstart, regular, self-contained, or community provider). Instructional activities involving practical applications of course requirements may occur in the home, school, and community setting for the purpose of training, practice, generalization, and maintenance of skills. Sensitivity and understanding of cultural diversity (cultural, language, and family characteristics) is essential when developing working relationships among members of the IEP team, and when delivering services.

Consultation/collaboration with the appropriate multi-disciplinary team members (i.e., therapist, educators, parents, behavior specialist, and community providers) is recommended. A whole-child approach to prekindergarten recognizes that all developmental domains are interrelated. An integrated approach is more effective than attention to one domain in isolation. An integrated therapy approach is recommended. Team members recognize that the child's outcomes are a shared responsibility across all team members, working with the child and family.

Developmentally appropriate practice is a framework or approach to working with young children utilizing active learning with hands-on activities, choices, and structured play with adult scaffolding. Young children develop and learn at various ages and stages and in particular contexts. Learning environments should be created to match the child's abilities, provide appropriate developmental tasks, and be responsive to the social and cultural context in which the child lives.

The following references were used in the development of this course description:

Division for Early Childhood of the Council for Exceptional Children. (2014). DEC Recommended Practices in Early Intervention and Early Childhood Special Education 2014. Retrieved from https://www.dec-sped.org/dec-recommended-practices

Florida Department of Early Learning and Developmental Standards. Division of Early Learning. (2017). Florida Early Learning and Developmental Standards 2017. Retrieved from http://flbt5.floridaearlylearning.com/docs/EGBirthtoK.pdf

National Association for the Education of Young Children (NAEYC). (2022). Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8. Position Statement. Retrieved from https://www.naeyc.org/resources/developmentally-appropriate-practice

General Information

Course Number: 7650130

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Prekindergarten >

Abbreviated Title: PK DISABS: 3-5

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Grade Level(s): PreK

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Speech Correction (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Speech Language Impaired (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Prekindergarten Disabilities Endorsement **Plus** Hearing Impaired (Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12) **Plus** Prekindergarten Disabilities Endorsement
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Prekindergarten Disabilities Endorsement
- Primary Education (K-3 - No Longer Issued) **Plus** Prekindergarten Disabilities Endorsement
- Prekindergarten Disabilities Endorsement **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Prekindergarten Disabilities Endorsement
- Preschool Education (Birth through Age 4)
- Prekindergarten/Primary Education (Age 3 through Grade 3)

- Prekindergarten Disabilities Endorsement **Plus** Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

- If contracted in accordance with Rule 6A-6.0361, Florida Administrative Code, see Section 1 for specific information on exemptions to the endorsement(s).

- If children are served in an inclusive setting through a district-operated Headstart, Title I, Voluntary Prekindergarten Education or School Readiness Program, see Section 1.

Therapeutic Instructional Support: PK-5 (#7700010)

Version: 2015 - And Beyond (current)

Course Information

General Notes

Major Concepts/Content. The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Special Note. None.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

Version Requirements

After successfully completing this course, the student will:

1. Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan.

General Information

Course Number: 7700010

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

Abbreviated Title: THRP INSTR SPT: PK-5
Course Length: Not Applicable
Course Attributes:

- Class Size Core Required

Course Status: Course Approved
Grade Level(s): K,1,2,3,4,5,PreK

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

Access Art Grade Kindergarten (#7701020)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: .

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.K.C.1.1:** Create and share personal works of art with others.

  Related Access Points
  - **VA.K.C.1.In.a:** Create personal works of art.
  - **VA.K.C.1.Su.a:** Explore images and media for artwork.
  - **VA.K.C.1.Pa.a:** Attend to images and media for artwork.

- **VA.K.C.2.1:** Describe personal choices made in the creation of artwork.

  Related Access Points
  - **VA.K.C.2.In.a:** Create personal works of art.

- **VA.K.C.2.Su.a:** Explore images and media for artwork.
- **VA.K.C.2.Pa.a:** Attend to images and media for artwork.

- **VA.K.C.2.2:** Identify media used by self or peers.

  Related Access Points
  - **VA.K.C.2.In.a:** Create personal works of art.
  - **VA.K.C.2.Su.a:** Explore images and media for artwork.
  - **VA.K.C.2.Pa.a:** Attend to images and media for artwork.

- **VA.K.F.1.1:** Experiment with art media for personal satisfaction and perceptual awareness.
- **VA.K.F.1.2:** Identify real and imaginary subject matter in works of art.
- **VA.K.F.2.1:** Describe where art ideas or products can be found in stores.

  Related Access Points
  - **VA.K.F.2.In.a:** Recognize visual art in the environment.
  - **VA.K.F.2.Su.a:** Attend to visual art in the environment.
  - **VA.K.F.2.Pa.a:** Attend to sensory stimulation related to visual art.

- **VA.K.F.3.1:** Create artwork that communicates an awareness of self as part of the community.

  Related Access Points
  - **VA.K.F.3.In.a:** Use a variety of visual art media to create artwork that communicates awareness of self.
  - **VA.K.F.3.Su.a:** Explore a variety of visual art media.
  - **VA.K.F.3.Pa.a:** Attend to a variety of visual art media.

- **VA.K.H.1.1:** Describe art from selected cultures and places.

  Related Access Points
  - **VA.K.H.1.In.a:** Respond to visual art from selected cultures and places.
  - **VA.K.H.1.Su.a:** Explore visual art from selected cultures and places.
  - **VA.K.H.1.Pa.a:** Attend to visual art in activities and environments.

- **VA.K.H.1.2:** Follow directions for suitable behavior in an art audience.

  Related Access Points
  - **VA.K.H.1.In.b:** Demonstrate awareness of appropriate audience etiquette.
  - **VA.K.H.1.Su.b:** Attend respectfully to artwork of others.
  - **VA.K.H.1.Pa.a:** Attend to visual art in activities and environments.

- **VA.K.H.1.3:** Explain how art-making can help people express ideas and feelings.

  Related Access Points
  - **VA.K.H.1.In.c:** Respond to a variety of visual art.
  - **VA.K.H.1.Su.c:** Explore a variety of visual art.
  - **VA.K.H.1.Pa.a:** Attend to visual art in activities and environments.

- **VA.K.H.2.1:** Compare selected artworks from various cultures to find differences and similarities.

  Related Access Points
  - **VA.K.H.2.In.a:** Respond to the visual art of diverse cultures and historical periods.

- **VA.K.H.2.Su.a:** Explore the visual art of diverse cultures and historical periods.
- **VA.K.H.2.Pa.a:** Attend to visual art in activities and environments.

- **VA.K.H.2.2:** Explore everyday objects that have been designed and created by artists.

  Related Access Points
  - **VA.K.H.2.In.b:** Explore visual art in common activities and environments.
  - **VA.K.H.2.Su.b:** Attend to visual art in common activities and environments.
  - **VA.K.H.2.Pa.b:** Attend to a variety of visual art.

- **VA.K.H.2.3:** Describe where artwork is displayed in school or other places.

  Related Access Points
  - **VA.K.H.2.In.b:** Explore visual art in common activities and environments.
  - **VA.K.H.2.Su.b:** Attend to visual art in common activities and environments.
  - **VA.K.H.2.Pa.b:** Attend to a variety of visual art.

- **VA.K.H.3.1:** Express ideas related to non-art content areas through personal artworks.

  Related Access Points
  - **VA.K.H.3.In.a:** Explore different representations of familiar themes in visual art.
  - **VA.K.H.3.Su.a:** Respond to visual art representations of familiar themes.
  - **VA.K.H.3.Pa.a:** Attend to visual art.

- **VA.K.O.1.1:** Explore the placement of the structural elements of art in personal works of art.

  Related Access Points
  - **VA.K.O.1.In.a:** Explore basic structural elements of art.
  - **VA.K.O.1.Su.a:** Explore a variety of visual art.
  - **VA.K.O.1.Pa.a:** Attend to a variety of visual art.

- **VA.K.O.2.1:** Generate ideas and images for artworks based on memory, imagination, and experiences.

  Related Access Points
  - **VA.K.O.2.In.a:** Generate ideas and images for artwork that communicate awareness of self.
  - **VA.K.O.2.Su.a:** Explore ideas and images for artwork.
  - **VA.K.O.2.Pa.a:** Attend to images for artwork.

- **VA.K.O.3.1:** Create works of art to document experiences of self and community.

  Related Access Points
  - **VA.K.O.3.In.a:** Recognize and use structural elements of art.
  - **VA.K.O.3.Su.a:** Explore basic structural elements of art.
  - **VA.K.O.3.Pa.a:** Attend to basic structural elements of art.

- **VA.K.S.1.1:** Explore art processes and media to produce artworks.

  Related Access Points
  - **VA.K.S.1.In.a:** Recognize basic art processes and media.
  - **VA.K.S.1.Su.a:** Explore basic art processes and media.
  - **VA.K.S.1.Pa.a:** Attend to basic art processes and media.

- **VA.K.S.1.2:** Produce artwork influenced by personal decisions and ideas.

Related Access Points

- **VA.K.S.1.In.b:** Create artwork that communicates awareness of self.
- **VA.K.S.1.Su.b:** Explore ideas and images for artwork.
- **VA.K.S.1.Pa.b:** Attend to images for artwork.

- **VA.K.S.2.1:** Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills

  Related Access Points

  - **VA.K.S.2.In.a:** Recognize basic art tools and media.
  - **VA.K.S.2.Su.a:** Explore basic art tools and media.
  - **VA.K.S.2.Pa.a:** Attend to basic art tools and media.

- **VA.K.S.3.1:** Develop skills and techniques to create with two- and/or three- dimensional media.

  Related Access Points

  - **VA.K.S.3.In.a:** Explore a variety of visual art tools and media.
  - **VA.K.S.3.Su.a:** Explore a variety of visual art media.
  - **VA.K.S.3.Pa.a:** Attend to a variety of visual art media.

- **VA.K.S.3.2:** Practice skills to develop craftsmanship.

  Related Access Points

  - **VA.K.S.3.In.a:** Explore a variety of visual art tools and media.
  - **VA.K.S.3.Su.a:** Explore a variety of visual art media.
  - **VA.K.S.3.Pa.a:** Attend to a variety of visual art media.

- **VA.K.S.3.3:** Handle art tools and media safely in the art room.

  Related Access Points

  - **VA.K.S.3.In.a:** Explore a variety of visual art tools and media.
  - **VA.K.S.3.Su.a:** Explore a variety of visual art media.
  - **VA.K.S.3.Pa.a:** Attend to a variety of visual art media.

- **VA.K.S.3.4:** Identify artwork that belongs to others and represents their ideas.

  Related Access Points

  - **VA.K.S.3.In.a:** Explore a variety of visual art tools and media.
  - **VA.K.S.3.Su.a:** Explore a variety of visual art media.
  - **VA.K.S.3.Pa.a:** Attend to a variety of visual art media.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **SC.K.N.1.4:** Observe and create a visual representation of an object which includes its major features.

  Related Access Points
  - **SC.K.N.1.In.3:** Observe, explore, and create a visual representation of real objects.
  - **SC.K.N.1.Su.3:** Observe, explore, and match pictures to real objects.
  - **SC.K.N.1.Pa.2:** Recognize common objects in the natural world through observation.

- **SC.K.P.9.1:** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

  Related Access Points
  - **SC.K.P.9.In.1:** Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled.
  - **SC.K.P.9.Su.1:** Recognize that the shape of objects, such as paper, changes when cut or torn.

- **SC.K.P.9.Pa.1:** Recognize a change in an object.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **HE.K.B.5.3 (Archived Standard):** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

  Related Access Points
  - **HE.K.B.5.In.c:** Recognize the consequences of not following selected school rules/practices when making healthy and safe decisions, such as getting hurt or hurting others.
  - **HE.K.B.5.Su.c:** Recognize a consequence of not following classroom rules/practices related to healthy and safe decisions, such as getting hurt or hurting others.
  - **HE.K.B.5.Pa.c:** Associate a consequence with a classroom rule/practice, such as getting hurt or hurting others.

Course Information

General Information

Course Number: 7701020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ART GRADE K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Art (Elementary and Secondary Grades K-12)
- Art Education (Elementary Grades 1-6)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Art Grade 1 (#7701025)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: .

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.1.C.1.1:** Create and discuss works of art that convey personal interests.

  Related Access Points
  - **VA.1.C.1.In.a:** Create visual imagery and symbols to convey personal interests.
  - **VA.1.C.1.Su.a:** Explore visual imagery and symbols that convey personal interest.
  - **VA.1.C.1.Pa.a:** Attend to visual or tactile imagery and symbols that convey personal interest.

- **VA.1.C.1.2:** Gather clues to help interpret and reflect on works of art.

  Related Access Points

- **VA.1.C.1.In.b:** Create visual or tactile imagery and symbols to convey personal interests.
- **VA.1.C.1.Su.b:** Explore visual or tactile imagery and symbols that convey personal interest.
- **VA.1.C.1.Pa.b:** Attend to visual or tactile imagery and symbols that convey personal interest.

- **VA.1.C.2.1:** Describe visual imagery used to complete artwork.

  Related Access Points
  - **VA.1.C.2.In.a:** Create visual imagery and symbols to complete artwork.
  - **VA.1.C.2.Su.a:** Explore visual imagery and symbols in artwork.
  - **VA.1.C.2.Pa.a:** Attend to visual or tactile imagery and symbols in artwork.

- **VA.1.C.2.2:** Use various media or techniques to learn how changes affect the completed artwork.

  Related Access Points
  - **VA.1.C.2.In.b:** Use various media or techniques to create artwork.
  - **VA.1.C.2.Su.b:** Explore various media or techniques used to create artwork.
  - **VA.1.C.2.Pa.b:** Attend to various media or techniques used to create artwork.

- **VA.1.C.3.1:** Identify vocabulary that is used in both visual art and other contexts.

  Related Access Points
  - **VA.1.C.3.In.a:** Recognize selected vocabulary common to art and other contexts.
  - **VA.1.C.3.Su.a:** Respond to selected vocabulary common to art and other contexts.
  - **VA.1.C.3.Pa.a:** Attend to selected vocabulary common to art and other contexts.

- **VA.1.C.3.2:** Distinguish between artwork, utilitarian objects, and objects from nature.

  Related Access Points
  - **VA.1.C.3.In.b:** Identify the purposes of selected artworks and utilitarian objects.
  - **VA.1.C.3.Su.b:** Recognize the function of selected artworks or utilitarian objects.
  - **VA.1.C.3.Pa.b:** Explore selected artworks and utilitarian objects.

- **VA.1.F.1.1:** Use various art media and real or imaginary choices to create artwork.
- **VA.1.F.1.2:** Identify how classmates solve artistic problems.
- **VA.1.F.2.1:** Explain how artists impact the appearance of items for sale in stores.

  Related Access Points
  - **VA.1.F.2.In.a:** Recognize that visual art is created by people and is used to attract attention.
  - **VA.1.F.2.Su.a:** Associate visual art with the environment and products.
  - **VA.1.F.2.Pa.a:** Explore sensory stimulation related to visual art in the environment.

- **VA.1.F.3.1:** Describe the use of art to share community information.

  Related Access Points
  - **VA.1.F.3.In.a:** Identify examples of visual art in the environment.
  - **VA.1.F.3.Su.a:** Recognize the use of visual art in the environment.
  - **VA.1.F.3.Pa.a:** Attend to visual art in the environment.

- **VA.1.F.3.2:** Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

  Related Access Points
  - **VA.1.F.3.In.b:** Follow teacher directions and explore tasks related to visual art.
  - **VA.1.F.3.Su.b:** Follow teacher directions.
  - **VA.1.F.3.Pa.b:** Respond to teacher directions.

- **VA.1.H.1.1:** Discuss how different works of art communicate information about a particular culture.

  Related Access Points
  - **VA.1.H.1.In.a:** Recognize that visual art communicates information.
  - **VA.1.H.1.Su.a:** Respond to visual art from selected cultures and places.
  - **VA.1.H.1.Pa.a:** Explore a variety of visual art.

- **VA.1.H.1.2:** Discuss suitable behavior expected of audience members.

  Related Access Points
  - **VA.1.H.1.In.b:** Follow directions for suitable behavior in an art audience.
  - **VA.1.H.1.Su.b:** Respond respectfully to the artwork of others.
  - **VA.1.H.1.Pa.b:** Attend respectfully to the artwork of others.

- **VA.1.H.1.3:** Describe ways in which artists use their work to share knowledge and life experiences.

  Related Access Points
  - **VA.1.H.1.In.a:** Recognize that visual art communicates information.
  - **VA.1.H.1.Su.a:** Respond to visual art from selected cultures and places.
  - **VA.1.H.1.Pa.a:** Explore a variety of visual art.

- **VA.1.H.2.1:** Compare artworks from different cultures, created over time, to identify differences in style and media.

  Related Access Points
  - **VA.1.H.2.In.a:** Identify the use of visual art in activities and environments.
  - **VA.1.H.2.Su.a:** Recognize the use of visual art in activities and environments.
  - **VA.1.H.2.Pa.a:** Explore a variety of visual art.

- **VA.1.H.2.2:** Identify objects of art that are used every day for utilitarian purposes.

  Related Access Points
  - **VA.1.H.2.In.a:** Identify the use of visual art in activities and environments.
  - **VA.1.H.2.Su.a:** Recognize the use of visual art in activities and environments.
  - **VA.1.H.2.Pa.a:** Explore a variety of visual art.

- **VA.1.H.2.3:** Identify places in which artworks may be viewed by others.

  Related Access Points
  - **VA.1.H.2.In.a:** Identify the use of visual art in activities and environments.
  - **VA.1.H.2.Su.a:** Recognize the use of visual art in activities and environments.
  - **VA.1.H.2.Pa.a:** Explore a variety of visual art.

- **VA.1.H.3.1:** Identify connections between visual art and other content areas.

Related Access Points

- **VA.1.H.3.In.a:** Recognize the use of patterns, line, or form to replace or enhance specified words or phrases.
- **VA.1.H.3.Su.a:** Explore the use of patterns, line, or form to replace or enhance specified words or phrases.
- **VA.1.H.3.Pa.a:** Attend to the use of patterns, line, or form in visual art.

- **VA.1.O.1.1:** Identify and use the structural elements of art and organizational principles of design to support artistic development.

  Related Access Points

  - **VA.1.O.1.In.a:** Explore the placement of the structural elements of art in personal works of art.
  - **VA.1.O.1.Su.a:** Explore basic structural elements of art.
  - **VA.1.O.1.Pa.a:** Explore a variety of visual art.

- **VA.1.O.2.1:** Create imagery and symbols to express thoughts and feelings.

  Related Access Points

  - **VA.1.O.2.In.a:** Create imagery and symbols to document self-perception.
  - **VA.1.O.2.Su.a:** Explore imagery and symbols representing self and environment.
  - **VA.1.O.2.Pa.a:** Attend to images and symbols representing self and environment.

- **VA.1.O.3.1:** Use personal symbols in artwork to document surroundings and community.

  Related Access Points

  - **VA.1.O.3.In.a:** Create works of art to document self-perception.
  - **VA.1.O.3.Su.a:** Explore basic tools and media.
  - **VA.1.O.3.Pa.a:** Explore structural elements of art.

- **VA.1.S.1.1:** Experiment with art processes and media to express ideas.

  Related Access Points

  - **VA.1.S.1.In.a:** Use a variety of visual art processes and media to express ideas.
  - **VA.1.S.1.Su.a:** Explore the use of visual art processes and media.
  - **VA.1.S.1.Pa.a:** Explore visual art media.

- **VA.1.S.1.2:** Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

  Related Access Points

  - **VA.1.S.1.In.a:** Use a variety of visual art processes and media to express ideas.
  - **VA.1.S.1.Su.a:** Explore the use of visual art processes and media.
  - **VA.1.S.1.Pa.a:** Explore visual art media.

- **VA.1.S.1.3:** Create works of art to tell a personal story.

  Related Access Points

  - **VA.1.S.1.In.b:** Create works of art to document self-perception.
  - **VA.1.S.1.Su.a:** Explore the use of visual art processes and media.
  - **VA.1.S.1.Pa.a:** Explore visual art media.

- **VA.1.S.1.4:** Use accurate art vocabulary to communicate ideas about art.

  Related Access Points

- **VA.1.S.1.In.c:** Use selected art vocabulary to communicate about art.
- **VA.1.S.1.Su.b:** Respond to selected art vocabulary.
- **VA.1.S.1.Pa.b:** Attend to selected art vocabulary.

- **VA.1.S.2.1:** Practice correct use of tools with various art media, techniques, and processes.

  Related Access Points
  - **VA.1.S.2.In.a:** Use a variety of visual art tools and media.
  - **VA.1.S.2.Su.a:** Explore the use of visual art tools and media.
  - **VA.1.S.2.Pa.a:** Explore visual art media.

- **VA.1.S.2.2:** Describe the steps used in art production.

  Related Access Points
  - **VA.1.S.2.In.a:** Use a variety of visual art tools and media.
  - **VA.1.S.2.Su.a:** Explore the use of visual art tools and media.
  - **VA.1.S.2.Pa.a:** Explore visual art media.

- **VA.1.S.3.1:** Practice skills and techniques to create with two- and/or three-dimensional media.

  Related Access Points
  - **VA.1.S.3.In.a:** Use a variety of visual art tools and media to create works of art.
  - **VA.1.S.3.Su.a:** Explore visual art tools and media.
  - **VA.1.S.3.Pa.a:** Explore visual art media.

- **VA.1.S.3.2:** Discuss the qualities of good craftsmanship.

  Related Access Points
  - **VA.1.S.3.In.a:** Use a variety of visual art tools and media to create works of art.
  - **VA.1.S.3.Su.a:** Explore visual art tools and media.
  - **VA.1.S.3.Pa.a:** Explore visual art media.

- **VA.1.S.3.3:** Demonstrate safety procedures for using art tools and materials.

  Related Access Points
  - **VA.1.S.3.In.b:** Imitate the safe use of visual art tools, media, techniques, and/or processes.
  - **VA.1.S.3.Su.a:** Explore visual art tools and media.
  - **VA.1.S.3.Pa.a:** Explore visual art media.

- **VA.1.S.3.4:** Identify and be respectful of artwork that belongs to others and represents their ideas.

  Related Access Points
  - **VA.1.S.3.In.a:** Use a variety of visual art tools and media to create works of art.
  - **VA.1.S.3.Su.a:** Explore visual art tools and media.
  - **VA.1.S.3.Pa.a:** Explore visual art media.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.

- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.1.C.2.4 (Archived Standard):** Recognize health consequences for not following rules.

  Related Access Points
  - **HE.1.C.2.In.d:** Recognize selected health consequences for not following a rule, such as injuries, arguments, hurt feelings, and pollution.
  - **HE.1.C.2.Su.d:** Recognize a health consequence for not following a rule, such as injuries, arguments, hurt feelings, or pollution.

- **HE.1.C.2.Pa.d:** Associate a health consequence with not following a selected classroom rule, such as an injury.

- **SC.1.L.14.1:** Make observations of living things and their environment using the five senses.

  Related Access Points
  - **SC.1.L.14.In.1:** Use sight, hearing, and smell to make observations.
  - **SC.1.L.14.Su.1:** Use sight and hearing to make observations.
  - **SC.1.L.14.Pa.1:** Recognize and respond to different types of sensory stimuli.

- **SS.1.A.2.1:** Understand that history tells the story of people and events of other times and places.

  Related Access Points
  - **SS.1.A.2.AP.1:** Recognize examples of people and events from other times in stories.

Course Information

General Information

Course Number: 7701025

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ART GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Art (Elementary and Secondary Grades K-12)
- Art Education (Elementary Grades 1-6)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Art Grade 2 (#7701030)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: .

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.2.C.1.1:** Use the art-making process to communicate personal interests and self-expression.

  Related Access Points
  - **VA.2.C.1.In.a:** Use various media or techniques to communicate personal interests and self-expression.
  - **VA.2.C.1.Su.a:** Explore various media or techniques to communicate personal interests and self-expression.
  - **VA.2.C.1.Pa.a:** Attend to various media or techniques used to create artwork.
- **VA.2.C.1.2:** Reflect on and discuss various possible meanings in works of art.

Related Access Points

- **VA.2.C.1.In.b:** Identify various possible meanings in works of art.
- **VA.2.C.1.Su.b:** Recognize various features in works of art.
- **VA.2.C.1.Pa.b:** Attend to various features in works of art.

- **VA.2.C.2.1:** Use appropriate decision-making skills to meet intended artistic objectives.

  Related Access Points

  - **VA.2.C.2.In.a:** Use defined criteria to meet intended artistic objectives.
  - **VA.2.C.2.Su.a:** Use a teacher-selected criterion to meet intended artistic objectives.
  - **VA.2.C.2.Pa.a:** Explore various media or techniques used to create artwork.

- **VA.2.C.2.2:** Identify skillful techniques used in works by peers and others.

  Related Access Points

  - **VA.2.C.2.In.b:** Explore the use of skillful techniques in works by peers and others.
  - **VA.2.C.2.Su.b:** Explore the use of basic techniques in works by peers and others.
  - **VA.2.C.2.Pa.b:** Attend to basic techniques in works by peers and others.

- **VA.2.C.2.3:** Use suggestions from others to modify the structural elements of art.

  Related Access Points

  - **VA.2.C.2.In.a:** Use defined criteria to meet intended artistic objectives.
  - **VA.2.C.2.Su.a:** Use a teacher-selected criterion to meet intended artistic objectives.
  - **VA.2.C.2.Pa.c:** Explore various structural elements of art.

- **VA.2.C.3.1:** Use accurate art vocabulary to identify connections among visual art and other contexts.

  Related Access Points

  - **VA.2.C.3.In.a:** Use selected vocabulary common to art and other contexts.
  - **VA.2.C.3.Su.a:** Respond to selected vocabulary common to art and other contexts.
  - **VA.2.C.3.Pa.a:** Attend to selected vocabulary common to art and other contexts.

- **VA.2.C.3.2:** Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.

  Related Access Points

  - **VA.2.C.3.In.b:** Identify similarities and differences between artworks and utilitarian objects.
  - **VA.2.C.3.Su.b:** Recognize the function of a variety of artworks and utilitarian objects.
  - **VA.2.C.3.Pa.b:** Explore a variety of visual art and utilitarian objects.

- **VA.2.F.1.1:** Use imagination to create unique artwork incorporating personal ideas and selected media.

- **VA.2.F.1.2:** Explore the advantages of having multiple solutions to solve an artistic problem.

- **VA.2.F.2.1:** Identify work created by artists and designers.

  Related Access Points

  - **VA.2.F.2.In.a:** Identify selected forms of visual art.
  - **VA.2.F.2.Su.a:** Recognize a selected form of visual art.
  - **VA.2.F.2.Pa.a:** Respond to visual art in the environment.

- **VA.2.F.3.1:** Describe the use of art to promote events within the school or community.

  Related Access Points
  - **VA.2.F.3.In.a:** Recognize the purpose of visual art in the community.
  - **VA.2.F.3.Su.a:** Recognize that visual art is part of a variety of environments.
  - **VA.2.F.3.Pa.a:** Respond to visual art in the environment.

- **VA.2.F.3.2:** Work with peers to complete a task in art.

  Related Access Points
  - **VA.2.F.3.In.b:** Complete one or more steps related to collaborative visual art projects.
  - **VA.2.F.3.Su.b:** Contribute to collaborative tasks related to visual art.
  - **VA.2.F.3.Pa.b:** Explore tasks related to visual art.

- **VA.2.F.3.3:** Use time effectively while focused on art production to show early development of 21st-century skills.

  Related Access Points
  - **VA.2.F.3.In.b:** Complete one or more steps related to collaborative visual art projects.
  - **VA.2.F.3.Su.b:** Contribute to collaborative tasks related to visual art.
  - **VA.2.F.3.Pa.b:** Explore tasks related to visual art.

- **VA.2.H.1.1:** Identify examples in which artists have created works based on cultural and life experiences.

  Related Access Points
  - **VA.2.H.1.In.a:** Recognize similar themes in visual art from a variety of cultures and times.
  - **VA.2.H.1.Su.a:** Recognize that visual art communicates information about culture or times.
  - **VA.2.H.1.Pa.a:** Explore visual art from a variety of cultures and times.

- **VA.2.H.1.2:** Distinguish between appropriate and inappropriate audience behavior.

  Related Access Points
  - **VA.2.H.1.In.b:** Practice specified procedures and audience etiquette.
  - **VA.2.H.1.Su.b:** Imitate a specified element of audience etiquette to respond to artworks.
  - **VA.2.H.1.Pa.b:** Respond to artwork.

- **VA.2.H.2.1:** Identify differences or similarities in artworks across time and culture.

  Related Access Points
  - **VA.2.H.2.In.a:** Recognize differences or similarities in artworks across time and culture.
  - **VA.2.H.2.Su.a:** Respond to the visual art of diverse cultures and historical periods.
  - **VA.2.H.2.Pa.a:** Explore the visual art of diverse cultures and historical periods.

- **VA.2.H.2.2:** Identify objects from everyday life that have been designed and created using artistic skills.

  Related Access Points
  - **VA.2.H.2.In.b:** Identify the use of visual art in daily life.
  - **VA.2.H.2.Su.b:** Connect visual art examples with their function.
  - **VA.2.H.2.Pa.b:** Associate a visual art example with its function.

- **VA.2.H.2.3:** Identify the physical features or characteristics of artworks displayed in the community.

Related Access Points

- **VA.2.H.2.In.b:** Identify the use of visual art in daily life.
- **VA.2.H.2.Su.b:** Connect visual art examples with their function.
- **VA.2.H.2.Pa.b:** Associate a visual art example with its function.

- **VA.2.H.3.1:** Describe connections made between creating with art ideas and creating with information from other content areas.

  Related Access Points

  - **VA.2.H.3.In.a:** Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.
  - **VA.2.H.3.Su.a:** Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts.
  - **VA.2.H.3.Pa.a:** Explore the use of patterns, line, or form in visual art.

- **VA.2.O.1.1:** Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

  Related Access Points

  - **VA.2.O.1.In.a:** Use structural elements of art in personal works of art.
  - **VA.2.O.1.Su.a:** Recognize basic structural elements of art.
  - **VA.2.O.1.Pa.a:** Explore selected structural elements of art.

- **VA.2.O.2.1:** Use personal experience to convey meaning or purpose in creating artworks.

  Related Access Points

  - **VA.2.O.2.In.a:** Generate ideas and images for artworks based on personal experience.
  - **VA.2.O.2.Su.a:** Create imagery and symbols to document self-perception.
  - **VA.2.O.2.Pa.a:** Explore images and symbols representing self and environment.

- **VA.2.O.3.1:** Create personally meaningful works of art to document and explain ideas about local and global communities.

  Related Access Points

  - **VA.2.O.3.In.a:** Create works of art to document experiences of self and community.
  - **VA.2.O.3.Su.a:** Recognize and use structural elements of visual art.
  - **VA.2.O.3.Pa.a:** Recognize a structural element of art.

- **VA.2.S.1.1:** Experiment with tools and techniques as part of art-making processes.

  Related Access Points

  - **VA.2.S.1.In.a:** Explore the use of art tools, processes, and media.
  - **VA.2.S.1.Su.a:** Recognize basic art tools, processes, and media.
  - **VA.2.S.1.Pa.a:** Attend to basic art tools, processes, and media.

- **VA.2.S.1.2:** Use diverse resources to inspire expression of personal ideas and experiences in works of art.

  Related Access Points

  - **VA.2.S.1.In.b:** Produce artwork influenced by personal decisions and ideas.
  - **VA.2.S.1.Su.b:** Create artwork that communicates awareness of self.
  - **VA.2.S.1.Pa.b:** Explore ideas and images for artwork.

- **VA.2.S.1.3:** Explore art from different time periods and cultures as sources for inspiration.

Related Access Points

- **VA.2.S.1.In.b:** Produce artwork influenced by personal decisions and ideas.
- **VA.2.S.1.Su.b:** Create artwork that communicates awareness of self.
- **VA.2.S.1.Pa.b:** Explore ideas and images for artwork.

- **VA.2.S.1.4:** Use accurate art vocabulary to discuss art.

  Related Access Points

  - **VA.2.S.1.In.c:** Use art vocabulary to communicate about art and the art-making process.
  - **VA.2.S.1.Su.c:** Respond to selected art vocabulary to communicate about art.
  - **VA.2.S.1.Pa.c:** Respond to selected art vocabulary.

- **VA.2.S.2.1:** Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

  Related Access Points

  - **VA.2.S.2.In.a:** Develop artistic skills through the repeated use of tools, processes, and media.
  - **VA.2.S.2.Su.a:** Recognize basic art tools, processes, and media.
  - **VA.2.S.2.Pa.a:** Explore basic art tools, processes, and media.

- **VA.2.S.2.2:** Follow sequential procedures focused on art production.

  Related Access Points

  - **VA.2.S.2.In.a:** Develop artistic skills through the repeated use of tools, processes, and media.
  - **VA.2.S.2.Su.a:** Recognize basic art tools, processes, and media.
  - **VA.2.S.2.Pa.a:** Explore basic art tools, processes, and media.

- **VA.2.S.3.1:** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

  Related Access Points

  - **VA.2.S.3.In.a:** Practice skills and techniques to create with two- and three-dimensional media.
  - **VA.2.S.3.Su.a:** Manipulate a variety of visual art tools and media.
  - **VA.2.S.3.Pa.a:** Explore a variety of visual art tools and media.

- **VA.2.S.3.2:** Demonstrate growth in craftsmanship through purposeful practice.

  Related Access Points

  - **VA.2.S.3.In.a:** Practice skills and techniques to create with two- and three-dimensional media.
  - **VA.2.S.3.Su.a:** Manipulate a variety of visual art tools and media.
  - **VA.2.S.3.Pa.a:** Explore a variety of visual art tools and media.

- **VA.2.S.3.3:** Follow directions for safety procedures and explain their importance in the art room.

  Related Access Points

  - **VA.2.S.3.In.b:** Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
  - **VA.2.S.3.Su.b:** Demonstrate the safe use of selected visual art tools, media, techniques, or processes.

- **VA.2.S.3.Pa.a:** Explore a variety of visual art tools and media.

- **VA.2.S.3.4:** Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

  Related Access Points
  - **VA.2.S.3.In.c:** Identify artwork that belongs to others and represents their ideas.
  - **VA.2.S.3.Su.a:** Manipulate a variety of visual art tools and media.
  - **VA.2.S.3.Pa.a:** Explore a variety of visual art tools and media.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.

- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.

- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **HE.2.C.2.4 (Archived Standard):** Explain the ways that rules make the classroom, school, and community safer.

  Related Access Points
  - **HE.2.C.2.In.d:** Identify ways that rules make the classroom, school, and community safer (walking not running, waiting one's turn, and following traffic laws.)
  - **HE.2.C.2.Su.d:** Recognize that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).
  - **HE.2.C.2.Pa.d:** Follow safety routines in the classroom.
- **SC.2.N.1.5:** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

  Related Access Points
  - **SC.2.N.1.In.2:** Identify information about objects based on observation.
  - **SC.2.N.1.Su.2:** Identify characteristics of objects based on observation.
  - **SC.2.N.1.Pa.2:** Use senses to recognize objects.

Course Information

General Information

Course Number: 7701030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ART GRADE 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Art (Elementary and Secondary Grades K-12)

- Art Education (Elementary Grades 1-6)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Art Grade 3 (#7701035)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: {{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.3.C.1.1:** Use the art-making process to develop ideas for self-expression.

  Related Access Points
  - **VA.3.C.1.In.a:** Experiment with the art-making process to develop ideas for self-expression.
  - **VA.3.C.1.Su.a:** Explore the art-making process to communicate personal interests.
  - **VA.3.C.1.Pa.a:** Explore the art-making process.
- **VA.3.C.1.2:** Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

Related Access Points

- **VA.3.C.1.In.b:** Identify selected visual or tactile characteristics of artworks.
- **VA.3.C.1.Su.b:** Recognize selected visual or tactile characteristics of artworks.
- **VA.3.C.1.Pa.b:** Recognize a selected visual or tactile characteristic of works of art.

- **VA.3.C.2.1:** Assess personal artworks for completeness and success in meeting intended objectives.

  Related Access Points

  - **VA.3.C.2.In.a:** Use a defined criterion to assess and revise personal artworks.
  - **VA.3.C.2.Su.a:** Use a teacher-selected criterion to assess and revise personal artworks.
  - **VA.3.C.2.Pa.a:** Use a teacher-selected criterion to assess personal artworks.

- **VA.3.C.2.2:** Compare techniques used by peers and established artists as a basis for improving one's own work.

  Related Access Points

  - **VA.3.C.2.In.b:** Use various techniques to learn how changes affect the completed artwork.
  - **VA.3.C.2.Su.b:** Use various techniques to create artwork.
  - **VA.3.C.2.Pa.b:** Explore various techniques used to create artwork.

- **VA.3.C.2.3:** Use constructive criticism to improve artwork.

  Related Access Points

  - **VA.3.C.2.In.a:** Use a defined criterion to assess and revise personal artworks.
  - **VA.3.C.2.Su.a:** Use a teacher-selected criterion to assess and revise personal artworks.
  - **VA.3.C.2.Pa.a:** Use a teacher-selected criterion to assess personal artworks.

- **VA.3.C.3.1:** Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

  Related Access Points

  - **VA.3.C.3.In.a:** Critique a variety of familiar visual art using defined criteria.
  - **VA.3.C.3.Su.a:** Critique a variety of familiar visual art using a teacher-selected criterion.
  - **VA.3.C.3.Pa.a:** Select preferred, familiar visual art products.

- **VA.3.C.3.2:** Describe the connections between visual art and other contexts through observation and art criticism.

  Related Access Points

  - **VA.3.C.3.In.b:** Identify vocabulary that is used in both visual art and other contexts.
  - **VA.3.C.3.Su.b:** Recognize selected vocabulary common to art and other contexts.
  - **VA.3.C.3.Pa.b:** Respond to selected vocabulary common to art and other contexts.

- **VA.3.C.3.3:** Explain the similarities and differences between artworks and utilitarian objects.

  Related Access Points

  - **VA.3.C.3.In.c:** Describe the purposes of artworks and utilitarian objects.
  - **VA.3.C.3.Su.c:** Identify the functions of artworks and utilitarian objects.
  - **VA.3.C.3.Pa.c:** Recognize the function of selected artworks or utilitarian objects.

- **VA.3.F.1.1:** Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

- **VA.3.F.1.2:** Explore the effects and merits of different solutions to solve an artistic problem.
- **VA.3.F.2.1:** Identify places where artists or designers have made an impact on the community.

  Related Access Points
  - **VA.3.F.2.In.a:** Identify one or more community opportunities in or related to visual art for employment or leisure.
  - **VA.3.F.2.Su.a:** Identify a community opportunity to participate in activities related to visual art.
  - **VA.3.F.2.Pa.a:** Select preferred visual art activities.
- **VA.3.F.3.1:** Create artwork that communicates an awareness of events within the community.

  Related Access Points
  - **VA.3.F.3.In.a:** Create, interpret, and respond to visual art using a variety of media.
  - **VA.3.F.3.Su.a:** Create, interpret, or respond to visual art using a variety of media.
  - **VA.3.F.3.Pa.a:** Explore and use a variety of visual art media.
- **VA.3.F.3.2:** Collaborate to complete a task in art.

  Related Access Points
  - **VA.3.F.3.In.b:** Sequence two or more steps related to individual or collaborative visual art projects.
  - **VA.3.F.3.Su.b:** Complete one or more steps related to individual or collaborative visual art projects.
  - **VA.3.F.3.Pa.b:** Contribute to collaborative tasks related to visual art.
- **VA.3.F.3.3:** Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

  Related Access Points
  - **VA.3.F.3.In.b:** Sequence two or more steps related to individual or collaborative visual art projects.
  - **VA.3.F.3.Su.b:** Complete one or more steps related to individual or collaborative visual art projects.
  - **VA.3.F.3.Pa.b:** Contribute to collaborative tasks related to visual art.
- **VA.3.H.1.1:** Describe cultural similarities and differences in works of art.

  Related Access Points
  - **VA.3.H.1.In.a:** Identify common characteristics in works of art from selected cultures and times.
  - **VA.3.H.1.Su.a:** Recognize common characteristics in works of art from selected cultures and times.
  - **VA.3.H.1.Pa.a:** Recognize a common characteristic in selected works of art.
- **VA.3.H.1.2:** Describe the importance of displaying suitable behavior as part of an art audience.

  Related Access Points
  - **VA.3.H.1.In.b:** Identify reasons for respecting the work of others.
  - **VA.3.H.1.Su.b:** Follow directions for suitable behavior in an art audience.
  - **VA.3.H.1.Pa.b:** Respond respectfully to the artwork of others.

- **VA.3.H.1.3:** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

  Related Access Points
  - **VA.3.H.1.In.a:** Identify common characteristics in works of art from selected cultures and times.
  - **VA.3.H.1.Su.a:** Recognize common characteristics in works of art from selected cultures and times.
  - **VA.3.H.1.Pa.a:** Recognize a common characteristic in selected works of art.

- **VA.3.H.2.1:** Compare differences or similarities in artworks across time and culture.

  Related Access Points
  - **VA.3.H.2.In.a:** Identify common characteristics in artworks across time and culture.
  - **VA.3.H.2.Su.a:** Recognize common characteristics in artworks across time and culture.
  - **VA.3.H.2.Pa.a:** Recognize a common characteristic in selected artworks.

- **VA.3.H.2.2:** Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

  Related Access Points
  - **VA.3.H.2.In.b:** Identify common uses of visual art.
  - **VA.3.H.2.Su.b:** Recognize the function of visual art in a variety of activities and environments.
  - **VA.3.H.2.Pa.b:** Recognize a function of visual art in activities or environments.

- **VA.3.H.2.3:** Describe various venues in which artwork is on display for public viewing.

  Related Access Points
  - **VA.3.H.2.In.b:** Identify common uses of visual art.
  - **VA.3.H.2.Su.b:** Recognize the function of visual art in a variety of activities and environments.
  - **VA.3.H.2.Pa.b:** Recognize a function of visual art in activities or environments.

- **VA.3.H.3.1:** Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

  Related Access Points
  - **VA.3.H.3.In.a:** Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.
  - **VA.3.H.3.Su.a:** Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.
  - **VA.3.H.3.Pa.a:** Recognize a pattern in visual art.

- **VA.3.O.1.1:** Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

  Related Access Points
  - **VA.3.O.1.In.a:** Explore the structural elements of art and organizational principles of design to support artistic development.
  - **VA.3.O.1.Su.a:** Explore the placement of the structural elements of art in personal works of art.
  - **VA.3.O.1.Pa.a:** Explore structural elements of art.

- **VA.3.O.2.1:** Use creative and innovative ideas to complete personal artworks.

  Related Access Points
  - **VA.3.O.2.In.a:** Create imagery and symbols to express thoughts and feelings.
  - **VA.3.O.2.Su.a:** Generate ideas and images for artwork that communicate personal experience.
  - **VA.3.O.2.Pa.a:** Explore images representing personal experience.

- **VA.3.O.3.1:** Use symbols, visual language, and/or written language to document self or others.

  Related Access Points
  - **VA.3.O.3.In.a:** Use personal symbols in artwork to document surroundings and community.
  - **VA.3.O.3.Su.a:** Create works of art to document self-perception.
  - **VA.3.O.3.Pa.a:** Explore basic tools and media.

- **VA.3.S.1.1:** Manipulate tools and media to enhance communication in personal artworks.

  Related Access Points
  - **VA.3.S.1.In.a:** Experiment with art tools and media to express ideas.
  - **VA.3.S.1.Su.a:** Explore a variety of visual art tools and media to express ideas.
  - **VA.3.S.1.Pa.a:** Explore the use of visual art tools and media.

- **VA.3.S.1.2:** Use diverse resources to inspire artistic expression and achieve varied results.

  Related Access Points
  - **VA.3.S.1.In.b:** Explore diverse resources to inspire artistic expression and achieve varied results.
  - **VA.3.S.1.Su.a:** Explore a variety of visual art tools and media to express ideas.
  - **VA.3.S.1.Pa.a:** Explore the use of visual art tools and media.

- **VA.3.S.1.3:** Incorporate ideas from art exemplars for specified time periods and cultures.

  Related Access Points
  - **VA.3.S.1.In.b:** Explore diverse resources to inspire artistic expression and achieve varied results.
  - **VA.3.S.1.Su.a:** Explore a variety of visual art tools and media to express ideas.
  - **VA.3.S.1.Pa.a:** Explore the use of visual art tools and media.

- **VA.3.S.1.4:** Choose accurate art vocabulary to describe works of art and art processes.

  Related Access Points
  - **VA.3.S.1.In.c:** Use accurate art vocabulary to communicate ideas about art.
  - **VA.3.S.1.Su.b:** Use art vocabulary to communicate ideas about art.
  - **VA.3.S.1.Pa.b:** Respond to selected art vocabulary.

- **VA.3.S.2.1:** Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

  Related Access Points
  - **VA.3.S.2.In.a:** Follow sequential procedures and techniques to achieve an artistic goal.
  - **VA.3.S.2.Su.a:** Use a variety of visual art tools and media.
  - **VA.3.S.2.Pa.a:** Explore the use of visual art tools and media.

- **VA.3.S.2.2:** Follow procedures, focusing on the art-making process.

  Related Access Points
  - **VA.3.S.2.In.a:** Follow sequential procedures and techniques to achieve an artistic goal.
  - **VA.3.S.2.Su.a:** Use a variety of visual art tools and media.
  - **VA.3.S.2.Pa.a:** Explore the use of visual art tools and media.

- **VA.3.S.3.1:** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

  Related Access Points
  - **VA.3.S.3.In.a:** Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.
  - **VA.3.S.3.Su.a:** Use a variety of visual art tools and media to create works of art.
  - **VA.3.S.3.Pa.a:** Manipulate selected visual art tools and media.

- **VA.3.S.3.2:** Develop craftsmanship skills through repeated practice.

  Related Access Points
  - **VA.3.S.3.In.a:** Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.
  - **VA.3.S.3.Su.a:** Use a variety of visual art tools and media to create works of art.
  - **VA.3.S.3.Pa.a:** Manipulate selected visual art tools and media.

- **VA.3.S.3.3:** Work within safety guidelines while using tools, media, techniques, and processes.

  Related Access Points
  - **VA.3.S.3.In.b:** Demonstrate safety procedures for using art tools and materials.
  - **VA.3.S.3.Su.b:** Imitate the safe use of art tools and materials.
  - **VA.3.S.3.Pa.a:** Manipulate selected visual art tools and media.

- **VA.3.S.3.4:** Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **SC.3.P.8.3:** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

  Related Access Points
  - **SC.3.P.8.In.3:** Group objects by two observable properties, such as size and shape or color and texture.
  - **SC.3.P.8.Su.3:** Sort objects by an observable property, such as size, shape, color, and texture.
  - **SC.3.P.8.Pa.3:** Match objects by an observable property, such as size, shape, and color.

Course Information

General Information

Course Number: 7701035

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ART GRADE 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval
Grade Level(s): 3

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Art (Elementary and Secondary Grades K-12)
- Art Education (Elementary Grades 1-6)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Art Grade 4 (#7701040)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: {{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.4.C.1.1:** Integrate ideas during the art-making process to convey meaning in personal works of art.

  Related Access Points
  - **VA.4.C.1.In.a:** Use the art-making process to communicate personal interests and self-expression.
  - **VA.4.C.1.Su.a:** Use various media or techniques to communicate personal interests and self-expression.
  - **VA.4.C.1.Pa.a:** Explore various media or techniques to communicate personal interests and self-expression.

- **VA.4.C.1.2:** Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

  Related Access Points
  - **VA.4.C.1.In.b:** Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.
  - **VA.4.C.1.Su.b:** Identify selected visual or tactile characteristics of artworks.
  - **VA.4.C.1.Pa.b:** Recognize selected visual or tactile characteristics of artworks.

- **VA.4.C.2.1:** Revise artworks to meet established criteria.

  Related Access Points
  - **VA.4.C.2.In.a:** Use defined criteria to revise artworks.
  - **VA.4.C.2.Su.a:** Use a teacher-selected criterion to revise artworks.
  - **VA.4.C.2.Pa.a:** Use a teacher-selected criterion to create artworks.

- **VA.4.C.2.2:** Use various resources to generate ideas for growth in personal works.

  Related Access Points
  - **VA.4.C.2.In.b:** Identify characteristics that make visual art appealing.
  - **VA.4.C.2.Su.b:** Recognize characteristics that make visual art appealing.
  - **VA.4.C.2.Pa.b:** Select a characteristic that makes visual art appealing.

- **VA.4.C.2.3:** Develop and support ideas from various resources to create unique artworks.

  Related Access Points
  - **VA.4.C.2.In.c:** Explore various resources to generate ideas for unique artworks.
  - **VA.4.C.2.Su.b:** Recognize characteristics that make visual art appealing.
  - **VA.4.C.2.Pa.b:** Select a characteristic that makes visual art appealing.

- **VA.4.C.3.1:** Use accurate art vocabulary when analyzing works of art.

  Related Access Points
  - **VA.4.C.3.In.a:** Use selected vocabulary and symbols unique to visual art to communicate and document ideas.
  - **VA.4.C.3.Su.a:** Identify selected vocabulary and symbols unique to visual art to communicate and document ideas.
  - **VA.4.C.3.Pa.a:** Recognize selected vocabulary and symbols unique to visual art to communicate and document ideas.

- **VA.4.C.3.2:** Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

  Related Access Points
  - **VA.4.C.3.In.b:** Compare artworks with utilitarian objects and describe how they are the same and different.
  - **VA.4.C.3.Su.b:** Identify similarities and differences between artworks and utilitarian objects.
  - **VA.4.C.3.Pa.b:** Recognize the functions of a variety of artworks and utilitarian objects.

- **VA.4.C.3.3:** Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

  Related Access Points
  - **VA.4.C.3.In.c:** Identify similarities between the art-making process and other disciplines.

- **VA.4.C.3.Su.c:** Recognize a similarity between the art-making process and another discipline.
- **VA.4.C.3.Pa.c:** Respond to selected vocabulary common to art and other contexts.

- **VA.4.F.1.1:** Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
- **VA.4.F.1.2:** Examine and apply creative solutions to solve an artistic problem.
- **VA.4.F.2.1:** Discuss how artists and designers have made an impact on the community.

  Related Access Points
  - **VA.4.F.2.In.a:** Identify two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.4.F.2.Su.a:** Identify two or more community opportunities to participate in activities related to visual art.
  - **VA.4.F.2.Pa.a:** Associate visual art with leisure or recreation.
- **VA.4.F.2.2:** Identify the work of local artists to become familiar with art-making careers.

  Related Access Points
  - **VA.4.F.2.In.a:** Identify two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.4.F.2.Su.a:** Identify two or more community opportunities to participate in activities related to visual art.
  - **VA.4.F.2.Pa.a:** Associate visual art with leisure or recreation.
- **VA.4.F.3.1:** Create art to promote awareness of school and/or community concerns.

  Related Access Points
  - **VA.4.F.3.In.a:** Create, interpret, and respond to visual art that promotes awareness of school or community concerns.
  - **VA.4.F.3.Su.a:** Create, interpret, or respond to visual art that promotes awareness of school or community concerns.
  - **VA.4.F.3.Pa.a:** Contribute or respond to visual art that promotes awareness of school or community concerns.
- **VA.4.F.3.2:** Collaborate with peers in the art room to achieve a common art goal.

  Related Access Points
  - **VA.4.F.3.In.b:** Organize and execute individual or collaborative visual art projects having three or more steps.
  - **VA.4.F.3.Su.b:** Sequence two or more components related to individual or collaborative visual art projects.
  - **VA.4.F.3.Pa.b:** Contribute to a variety of collaborative tasks related to visual art.
- **VA.4.F.3.3:** Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

  Related Access Points
  - **VA.4.F.3.In.b:** Organize and execute individual or collaborative visual art projects having three or more steps.
  - **VA.4.F.3.Su.b:** Sequence two or more components related to individual or collaborative visual art projects.
  - **VA.4.F.3.Pa.b:** Contribute to a variety of collaborative tasks related to visual art.

- **VA.4.H.1.1:** Identify historical and cultural influences that have inspired artists to produce works of art.

  Related Access Points
  - **VA.4.H.1.In.a:** Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.
  - **VA.4.H.1.Su.a:** Recognize similar themes in visual art from a variety of cultures and times.
  - **VA.4.H.1.Pa.a:** Identify common characteristics in works of art from a selected culture.

- **VA.4.H.1.2:** Identify suitable behavior for various art venues and events.

  Related Access Points
  - **VA.4.H.1.In.b:** Identify and practice specified procedures and etiquette as part of an art audience.
  - **VA.4.H.1.Su.b:** Practice specified procedures and etiquette as part of an art audience.
  - **VA.4.H.1.Pa.b:** Practice a specified element of audience etiquette as part of an art audience.

- **VA.4.H.1.3:** Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

  Related Access Points
  - **VA.4.H.1.In.a:** Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.
  - **VA.4.H.1.Su.a:** Recognize similar themes in visual art from a variety of cultures and times.
  - **VA.4.H.1.Pa.a:** Identify common characteristics in works of art from a selected culture.

- **VA.4.H.1.4:** Identify and practice ways of showing respect for one's own and others' personal works of art.

  Related Access Points
  - **VA.4.H.1.In.b:** Identify and practice specified procedures and etiquette as part of an art audience.
  - **VA.4.H.1.Su.b:** Practice specified procedures and etiquette as part of an art audience.
  - **VA.4.H.1.Pa.b:** Practice a specified element of audience etiquette as part of an art audience.

- **VA.4.H.2.1:** Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

  Related Access Points
  - **VA.4.H.2.In.a:** Identify structural elements of art and organizational principles of design to create and respond to artworks.
  - **VA.4.H.2.Su.a:** Identify selected structural elements of art to create and respond to artworks.
  - **VA.4.H.2.Pa.a:** Recognize a selected structural element of art or organizational principle of design.

- **VA.4.H.2.2:** Identify differences between artworks and utilitarian objects.

  Related Access Points
  - **VA.4.H.2.In.b:** Identify the physical features or characteristics of artworks displayed in the community.

- **VA.4.H.2.Su.b:** Identify the use of visual art in daily life.
- **VA.4.H.2.Pa.b:** Connect visual art examples with their functions.

- **VA.4.H.2.3:** Identify reasons to display artwork in public places.

  Related Access Points
  - **VA.4.H.2.In.b:** Identify the physical features or characteristics of artworks displayed in the community.
  - **VA.4.H.2.Su.b:** Identify the use of visual art in daily life.
  - **VA.4.H.2.Pa.b:** Connect visual art examples with their functions.

- **VA.4.H.3.1:** Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

  Related Access Points
  - **VA.4.H.3.In.a:** Compare the use of pattern, line, and form found in visual art with other teacher-selected contexts.
  - **VA.4.H.3.Su.a:** Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.
  - **VA.4.H.3.Pa.a:** Recognize patterns in visual art.

- **VA.4.O.1.1:** Use the structural elements of art and organizational principles of design to understand the art-making process.

  Related Access Points
  - **VA.4.O.1.In.a:** Use the structural elements of art and organizational principles of design in personal works of art.
  - **VA.4.O.1.Su.a:** Use structural elements of art in personal works of art.
  - **VA.4.O.1.Pa.a:** Recognize structural elements of art.

- **VA.4.O.1.2:** Identify the structural elements of art used to unite an artistic composition.

  Related Access Points
  - **VA.4.O.1.In.b:** Recognize selected structural elements of art used to unite an artistic composition.
  - **VA.4.O.1.Su.a:** Use structural elements of art in personal works of art.
  - **VA.4.O.1.Pa.a:** Recognize structural elements of art.

- **VA.4.O.2.1:** Use a variety of resources and art skills to overcome visual challenges in personal artworks.

  Related Access Points
  - **VA.4.O.2.In.a:** Identify and use the structural elements of art to create and respond to artworks.
  - **VA.4.O.2.Su.a:** Recognize and use selected structural elements of art and organizational principles of design to create and respond to artworks.
  - **VA.4.O.2.Pa.a:** Use a teacher-selected structural element of art.

- **VA.4.O.3.1:** Apply meaning and relevance to document self or others visually in artwork.

- **VA.4.S.1.1:** Manipulate tools and materials to achieve diverse effects in personal works of art.

  Related Access Points
  - **VA.4.S.1.In.a:** Experiment with tools and techniques as part of the art-making process.

- **VA.4.S.1.Su.a:** Explore the use of art tools, processes, and media.
- **VA.4.S.1.Pa.a:** Recognize basic art tools, processes, and media.

- **VA.4.S.1.2:** Explore and use media, technology, and other art resources to express ideas visually.

  Related Access Points
  - **VA.4.S.1.In.a:** Experiment with tools and techniques as part of the art-making process.
  - **VA.4.S.1.Su.a:** Explore the use of art tools, processes, and media.
  - **VA.4.S.1.Pa.a:** Recognize basic art tools, processes, and media.

- **VA.4.S.1.3:** Create artworks that integrate ideas from culture or history.

  Related Access Points
  - **VA.4.S.1.In.b:** Explore art from different time periods and cultures as sources for inspiration.
  - **VA.4.S.1.Su.b:** Produce artwork influenced by personal decisions and ideas.
  - **VA.4.S.1.Pa.b:** Create artwork that communicates awareness of self.

- **VA.4.S.1.4:** Use accurate art vocabulary to discuss works of art and the creative process.

  Related Access Points
  - **VA.4.S.1.In.c:** Use accurate art vocabulary to discuss art and the art-making process.
  - **VA.4.S.1.Su.c:** Use art vocabulary to communicate about art and the art-making process.
  - **VA.4.S.1.Pa.c:** Respond to selected art vocabulary to communicate about art.

- **VA.4.S.2.1:** Organize the structural elements of art to achieve an artistic objective.

  Related Access Points
  - **VA.4.S.2.In.a:** Re-create the organization of selected structural elements of art.
  - **VA.4.S.2.Su.a:** Re-create structural elements in works of art.
  - **VA.4.S.2.Pa.a:** Recognize basic art tools, processes, and media.

- **VA.4.S.2.2:** Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

  Related Access Points
  - **VA.4.S.2.In.a:** Re-create the organization of selected structural elements of art.
  - **VA.4.S.2.Su.a:** Re-create structural elements in works of art.
  - **VA.4.S.2.Pa.a:** Recognize basic art tools, processes, and media.

- **VA.4.S.3.1:** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

  Related Access Points
  - **VA.4.S.3.In.a:** Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
  - **VA.4.S.3.Su.a:** Practice skills and techniques to create with two- and three-dimensional media.
  - **VA.4.S.3.Pa.a:** Manipulate selected two- and three-dimensional visual art tools and media.

- **VA.4.S.3.2:** Plan and produce art through ongoing practice of skills and techniques.

  Related Access Points

- **VA.4.S.3.In.a:** Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
- **VA.4.S.3.Su.a:** Practice skills and techniques to create with two- and three-dimensional media.
- **VA.4.S.3.Pa.a:** Manipulate selected two- and three-dimensional visual art tools and media.

- **VA.4.S.3.3:** Follow procedures for using tools, media, techniques, and processes safely and responsibly.

  Related Access Points
  - **VA.4.S.3.In.b:** Follow directions for safety procedures and explain their importance in the art room.
  - **VA.4.S.3.Su.b:** Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
  - **VA.4.S.3.Pa.b:** Demonstrate the safe use of selected visual art tools and media.

- **VA.4.S.3.4:** Discuss the importance of copyright law in regard to the creation and production of art.

  Related Access Points
  - **VA.4.S.3.In.c:** Recognize that plagiarism is illegal and applies to works of art.
  - **VA.4.S.3.Su.c:** Identify artwork that belongs to others and represents their ideas.
  - **VA.4.S.3.Pa.a:** Manipulate selected two- and three-dimensional visual art tools and media.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Information

Course Number: 7701040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ART GRADE 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 4

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Art (Elementary and Secondary Grades K-12)
- Art Education (Elementary Grades 1-6)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Art Grade 5 (#7701045)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: {{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **VA.5.C.1.1:** Develop a range of interests in the art-making process to influence personal decision-making.

  Related Access Points
  - **VA.5.C.1.In.a:** Use the art-making process to develop ideas for self-expression.
  - **VA.5.C.1.Su.a:** Experiment with the art-making process to develop ideas for self-expression.
  - **VA.5.C.1.Pa.a:** Explore the art-making process to communicate personal interests.

- **VA.5.C.1.2:** Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

  Related Access Points
  - **VA.5.C.1.In.b:** Use defined criteria to analyze and interpret exemplary works of art.
  - **VA.5.C.1.Su.b:** Use teacher-selected criteria to analyze and interpret exemplary works of art.
  - **VA.5.C.1.Pa.b:** Use a teacher-selected criterion to analyze and interpret exemplary works of art.

- **VA.5.C.1.3:** Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

  Related Access Points
  - **VA.5.C.1.In.b:** Use defined criteria to analyze and interpret exemplary works of art.
  - **VA.5.C.1.Su.b:** Use teacher-selected criteria to analyze and interpret exemplary works of art.
  - **VA.5.C.1.Pa.b:** Use a teacher-selected criterion to analyze and interpret exemplary works of art.

- **VA.5.C.2.1:** Revise artwork as a necessary part of the creative process to achieve an artistic goal.

  Related Access Points
  - **VA.5.C.2.In.a:** Use defined criteria to analyze and revise personal artworks.
  - **VA.5.C.2.Su.a:** Use a teacher-selected criterion to analyze and revise personal artworks.
  - **VA.5.C.2.Pa.a:** Use feedback from others to revise personal artworks.

- **VA.5.C.2.2:** Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.

  Related Access Points
  - **VA.5.C.2.In.b:** Describe the artistic intent of personal artworks.
  - **VA.5.C.2.Su.b:** Identify the artistic intent of personal artworks.
  - **VA.5.C.2.Pa.b:** Convey the meaning of personal artworks.

- **VA.5.C.2.3:** Apply established criteria to the art-making process to measure artistic growth.

  Related Access Points
  - **VA.5.C.2.In.a:** Use defined criteria to analyze and revise personal artworks.
  - **VA.5.C.2.Su.a:** Use a teacher-selected criterion to analyze and revise personal artworks.
  - **VA.5.C.2.Pa.a:** Use feedback from others to revise personal artworks.

- **VA.5.C.2.4:** Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

  Related Access Points
  - **VA.5.C.2.In.a:** Use defined criteria to analyze and revise personal artworks.
  - **VA.5.C.2.Su.a:** Use a teacher-selected criterion to analyze and revise personal artworks.
  - **VA.5.C.2.Pa.a:** Use feedback from others to revise personal artworks.

- **VA.5.C.3.1:** Use the structural elements of art and organizational principles of design when engaged in art criticism.

  Related Access Points

- **VA.5.C.3.In.a:** Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.
- **VA.5.C.3.Su.a:** Use defined criteria to examine a variety of works of art.
- **VA.5.C.3.Pa.a:** Use a teacher-selected criterion to examine a variety of familiar visual art.

- **VA.5.C.3.2:** Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

  Related Access Points
  - **VA.5.C.3.In.a:** Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.
  - **VA.5.C.3.Su.a:** Use defined criteria to examine a variety of works of art.
  - **VA.5.C.3.Pa.a:** Use a teacher-selected criterion to examine a variety of familiar visual art.

- **VA.5.C.3.3:** Critique works of art to understand the content and make connections with other content areas.

  Related Access Points
  - **VA.5.C.3.In.a:** Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.
  - **VA.5.C.3.Su.a:** Use defined criteria to examine a variety of works of art.
  - **VA.5.C.3.Pa.a:** Use a teacher-selected criterion to examine a variety of familiar visual art.

- **VA.5.F.1.1:** Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

- **VA.5.F.1.2:** Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

- **VA.5.F.2.1:** Describe the knowledge and skills necessary for art-making and art-related careers.

  Related Access Points
  - **VA.5.F.2.In.a:** Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.5.F.2.Su.a:** Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.5.F.2.Pa.a:** Associate visual art with leisure, recreation, or a job.

- **VA.5.F.2.2:** Explore careers in which artworks and utilitarian designs are created.

  Related Access Points
  - **VA.5.F.2.In.a:** Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.5.F.2.Su.a:** Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.5.F.2.Pa.a:** Associate visual art with leisure, recreation, or a job.

- **VA.5.F.2.3:** Discuss contributions that artists make to society.

  Related Access Points
  - **VA.5.F.2.In.a:** Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.
  - **VA.5.F.2.Su.a:** Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.

- **VA.5.F.2.Pa.a:** Associate visual art with leisure, recreation, or a job.

- **VA.5.F.3.1:** Create artwork to promote public awareness of community and/or global concerns.

  Related Access Points
  - **VA.5.F.3.In.a:** Create, interpret, and respond to visual art that promotes awareness of community and/or global concerns.
  - **VA.5.F.3.Su.a:** Create, interpret, or respond to visual art that promotes awareness of community and/or global concerns.
  - **VA.5.F.3.Pa.a:** Contribute or respond to visual art that promotes awareness of community and/or global concerns.

- **VA.5.F.3.2:** Create artwork that shows procedural and analytical thinking to communicate ideas.

  Related Access Points
  - **VA.5.F.3.In.b:** Prioritize and complete tasks related to individual or collaborative visual art projects.
  - **VA.5.F.3.Su.b:** Sequence two or more steps related to individual or collaborative visual art projects.
  - **VA.5.F.3.Pa.b:** Complete one or more steps related to individual or collaborative visual art projects.

- **VA.5.F.3.3:** Work collaboratively with others to complete a task in art and show leadership skills.

  Related Access Points
  - **VA.5.F.3.In.b:** Prioritize and complete tasks related to individual or collaborative visual art projects.
  - **VA.5.F.3.Su.b:** Sequence two or more steps related to individual or collaborative visual art projects.
  - **VA.5.F.3.Pa.b:** Complete one or more steps related to individual or collaborative visual art projects.

- **VA.5.F.3.4:** Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

  Related Access Points
  - **VA.5.F.3.In.b:** Prioritize and complete tasks related to individual or collaborative visual art projects.
  - **VA.5.F.3.Su.b:** Sequence two or more steps related to individual or collaborative visual art projects.
  - **VA.5.F.3.Pa.b:** Complete one or more steps related to individual or collaborative visual art projects.

- **VA.5.H.1.1:** Examine historical and cultural influences that inspire artists and their work.

  Related Access Points
  - **VA.5.H.1.In.a:** Identify historically and culturally significant influences in artwork.
  - **VA.5.H.1.Su.a:** Recognize a cultural or historical influence on artwork.
  - **VA.5.H.1.Pa.a:** Associate visual art with a culture or time.

- **VA.5.H.1.2:** Use suitable behavior as a member of an art audience.

Related Access Points

- **VA.5.H.1.In.b:** Identify ways that respect is shown to personal works of art.
- **VA.5.H.1.Su.b:** Recognize reasons for respecting the work of others.
- **VA.5.H.1.Pa.b:** Follow directions for suitable behavior in an art audience.

- **VA.5.H.1.3:** Identify and describe the importance a selected group or culture places on specific works of art.

  Related Access Points

  - **VA.5.H.1.In.a:** Identify historically and culturally significant influences in artwork.
  - **VA.5.H.1.Su.a:** Recognize a cultural or historical influence on artwork.
  - **VA.5.H.1.Pa.a:** Associate visual art with a culture or time.

- **VA.5.H.1.4:** Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

  Related Access Points

  - **VA.5.H.1.In.b:** Identify ways that respect is shown to personal works of art.
  - **VA.5.H.1.Su.b:** Recognize reasons for respecting the work of others.
  - **VA.5.H.1.Pa.b:** Follow directions for suitable behavior in an art audience.

- **VA.5.H.2.1:** Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

  Related Access Points

  - **VA.5.H.2.In.a:** Identify similarities and differences in visual art produced across time and cultures.
  - **VA.5.H.2.Su.a:** Recognize similarities and differences in visual art produced across time and cultures.
  - **VA.5.H.2.Pa.a:** Recognize similarities and differences in works of art.

- **VA.5.H.2.2:** Describe the ways in which artworks and utilitarian objects impact everyday life.

  Related Access Points

  - **VA.5.H.2.In.b:** Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
  - **VA.5.H.2.Su.b:** Identify common uses of visual art.
  - **VA.5.H.2.Pa.b:** Recognize the function of visual art in a variety of activities and environments.

- **VA.5.H.2.3:** Discuss artworks found in public venues to identify the significance of the work within the community.

  Related Access Points

  - **VA.5.H.2.In.c:** Identify various venues in which artwork is on display for public viewing.
  - **VA.5.H.2.Su.c:** Recognize various venues in which artwork is on display for public viewing.
  - **VA.5.H.2.Pa.c:** Recognize a venue in which artwork is on display for public viewing.

- **VA.5.H.3.1:** Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

  Related Access Points

- **VA.5.H.3.In.a:** Apply a selected critical-thinking process in visual art to a different curriculum or discipline.
- **VA.5.H.3.Su.a:** Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline.
- **VA.5.H.3.Pa.a:** Integrate a teacher-defined pattern from visual art with a different curriculum or discipline.

- **VA.5.O.1.1:** Use structural elements of art and organizational principles of design to develop content in artwork.

  Related Access Points
  - **VA.5.O.1.In.a:** Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
  - **VA.5.O.1.Su.a:** Explore the structural elements of art and organizational principles of design to support artistic development.
  - **VA.5.O.1.Pa.a:** Explore the use of structural elements of art in personal artworks.

- **VA.5.O.1.2:** Organize the structural elements of art to achieve visual unity.

  Related Access Points
  - **VA.5.O.1.In.a:** Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
  - **VA.5.O.1.Su.a:** Explore the structural elements of art and organizational principles of design to support artistic development.
  - **VA.5.O.1.Pa.a:** Explore the use of structural elements of art in personal artworks.

- **VA.5.O.1.3:** Explain how creative and technical ability is used to produce a work of art.

  Related Access Points
  - **VA.5.O.1.In.a:** Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
  - **VA.5.O.1.Su.a:** Explore the structural elements of art and organizational principles of design to support artistic development.
  - **VA.5.O.1.Pa.a:** Explore the use of structural elements of art in personal artworks.

- **VA.5.O.2.1:** Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

  Related Access Points
  - **VA.5.O.2.In.a:** Identify the intent of the artist within visual art examples.
  - **VA.5.O.2.Su.a:** Match the intent of the artist within visual art examples.
  - **VA.5.O.2.Pa.a:** Recognize that visual art examples convey meaning.

- **VA.5.O.2.2:** Use a variety of sources for ideas to resolve challenges in creating original works.

  Related Access Points
  - **VA.5.O.2.In.b:** Use creative and innovative ideas to complete personal artworks.
  - **VA.5.O.2.Su.b:** Create imagery and symbols to express thoughts and feelings.
  - **VA.5.O.2.Pa.b:** Generate ideas and images for artwork that communicate personal experience.

- **VA.5.O.3.1:** Create meaningful and unique works of art to effectively communicate and document a personal voice.

Related Access Points

- **VA.5.O.3.In.a:** Use symbols, visual language, and/or written language to document self or others.
- **VA.5.O.3.Su.a:** Use personal symbols in artwork to document surroundings and community.
- **VA.5.O.3.Pa.a:** Create works of art to document self-perception.

- **VA.5.S.1.1:** Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

  Related Access Points

  - **VA.5.S.1.In.a:** Manipulate tools and media to enhance communication in personal artworks.
  - **VA.5.S.1.Su.a:** Experiment with art tools and media to express ideas.
  - **VA.5.S.1.Pa.a:** Use a variety of visual art tools and media to express ideas.

- **VA.5.S.1.2:** Use media, technology, and other resources to inspire personal art-making decisions.

  Related Access Points

  - **VA.5.S.1.In.b:** Use diverse resources to inspire artistic expression and achieve varied results.
  - **VA.5.S.1.Su.b:** Explore diverse resources to inspire artistic expression and achieve varied results.
  - **VA.5.S.1.Pa.a:** Use a variety of visual art tools and media to express ideas.

- **VA.5.S.1.3:** Create artworks to depict personal, cultural, and/or historical themes.

  Related Access Points

  - **VA.5.S.1.In.c:** Incorporate ideas from art exemplars for specified time periods and cultures.
  - **VA.5.S.1.Su.b:** Explore diverse resources to inspire artistic expression and achieve varied results.
  - **VA.5.S.1.Pa.a:** Use a variety of visual art tools and media to express ideas.

- **VA.5.S.1.4:** Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

  Related Access Points

  - **VA.5.S.1.In.d:** Choose accurate art vocabulary to describe works of art and art processes.
  - **VA.5.S.1.Su.c:** Use accurate art vocabulary to communicate ideas about art.
  - **VA.5.S.1.Pa.b:** Use selected art vocabulary to communicate about art.

- **VA.5.S.2.1:** Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

  Related Access Points

  - **VA.5.S.2.In.a:** Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
  - **VA.5.S.2.Su.a:** Follow sequential procedures and techniques to achieve an artistic goal.
  - **VA.5.S.2.Pa.a:** Use a variety of visual art tools and media.

- **VA.5.S.2.2:** Identify sequential procedures to engage in art production.

Related Access Points

- **VA.5.S.2.In.b:** Re-create visual art processes in given media.
- **VA.5.S.2.Su.a:** Follow sequential procedures and techniques to achieve an artistic goal.
- **VA.5.S.2.Pa.a:** Use a variety of visual art tools and media.

- **VA.5.S.2.3:** Visualize the end product to justify artistic choices of tools, techniques, and processes.

  Related Access Points

  - **VA.5.S.2.In.a:** Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
  - **VA.5.S.2.Su.a:** Follow sequential procedures and techniques to achieve an artistic goal.
  - **VA.5.S.2.Pa.a:** Use a variety of visual art tools and media.

- **VA.5.S.3.1:** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

  Related Access Points

  - **VA.5.S.3.In.a:** Use two- and three-dimensional materials, tools, and processes to achieve an intended result.
  - **VA.5.S.3.Su.a:** Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.
  - **VA.5.S.3.Pa.a:** Use a variety of visual art tools and media to create works of art.

- **VA.5.S.3.2:** Use craftsmanship and technical ability in personal works to show refinement of skills over time.

  Related Access Points

  - **VA.5.S.3.In.a:** Use two- and three-dimensional materials, tools, and processes to achieve an intended result.
  - **VA.5.S.3.Su.a:** Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.
  - **VA.5.S.3.Pa.a:** Use a variety of visual art tools and media to create works of art.

- **VA.5.S.3.3:** Use tools, media, techniques, and processes in a safe and responsible manner.

  Related Access Points

  - **VA.5.S.3.In.b:** Work within safety guidelines while using tools, media, techniques, and processes.
  - **VA.5.S.3.Su.b:** Demonstrate safety procedures for using art tools and materials.
  - **VA.5.S.3.Pa.b:** Imitate the safe use of art tools and materials.

- **VA.5.S.3.4:** Use ethical standards, including copyright laws, when producing works of art.

  Related Access Points

  - **VA.5.S.3.In.c:** Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
  - **VA.5.S.3.Su.c:** Recognize the difference between one's own ideas and those of others.
  - **VA.5.S.3.Pa.a:** Use a variety of visual art tools and media to create works of art.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information.

When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Information

Course Number: 7701045

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS ART GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 5

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Art (Elementary and Secondary Grades K-12)
- Art Education (Elementary Grades 1-6)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Health Grade Kindergarten (#7708000)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

The content should include, but is not limited to, the following:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.K.CEH.1.1:** Recognize ways the community encourages a healthy environment.

  Related Access Points
  - **HE.K.CEH.1.AP.1:** Identify a way the community encourages a healthy environment.

- **HE.K.CEH.1.2:** Recognize ways in the community to prevent common communicable diseases.

  Clarifications:
  Clarification 1: Instruction includes washing hands, covering mouth to cough and sneeze, and flushing toilets.

  Related Access Points
  - **HE.K.CEH.1.AP.2:** Identify a way in the community to prevent common communicable diseases.

- **HE.K.CEH.2.1:** Explain the importance of rules to maintain health.

  Clarifications:
  Clarification 1: Instruction includes additional classroom and school rules for healthy behaviors.

  Related Access Points
  - **HE.K.CEH.2.AP.1:** Recognize the importance of rules to maintain health.

- **HE.K.CEH.4.1:** Encourage others make positive health choices.

  Clarifications:
  Clarification 1: Instruction includes encouraging others to choose healthy options, selecting nutritious food, participating in physical activity, and practicing personal hygiene.

  Related Access Points
  - **HE.K.CEH.4.AP.1:** Encourage others to choose a positive health choice.

- **HE.K.CH.1.1:** Recognize warning labels and signs on hazardous products and places.

  Clarifications:
  Clarification 1: Warning labels and signs include poison symbol, universal symbols for “No” and “Do not touch,” and crosswalk signals.

  Related Access Points
  - **HE.K.CH.1.AP.1:** Recognize warning labels and signs on hazardous products and places.

- **HE.K.CH.3.1:** Define healthy and unhealthy choices.

  Clarifications:
  Clarification 1: Instruction includes limiting screen time and playing outdoors.

  Clarification 2: Instruction includes choosing healthy foods.

  Related Access Points
  - **HE.K.CH.3.AP.1:** Identify healthy and unhealthy choices.

- **HE.K.CH.4.1:** Define ways to ask for support from a trusted adult or professional.

  Clarifications:

  Clarification 1: Instruction includes asking to speak to a trusted adult when help is needed.

  Clarification 2: Instruction includes seeking out the school nurse to help with a health-related problem.

  Related Access Points
  - **HE.K.CH.4.AP.1:** Identify a way to ask for support from a trusted adult or professional.

- **HE.K.PHC.1.1:** Identify healthy behaviors that affect personal health.

  Clarifications:
  Clarification 1: Instruction includes personal care behaviors, including brushing teeth, having adequate sleep, personal hygiene, physical activity, and practicing healthy eating habits.

  Related Access Points
  - **HE.K.PHC.1.AP.1:** Recognize a personal care behavior that affects personal health.

- **HE.K.PHC.1.2:** Understand how you can prevent childhood injuries in the home, school, and community settings.

  Clarifications:

  Clarification 1: Instruction includes wearing a helmet and flotation devices.

  Clarification 2: Instruction includes identifying poisons and other harmful substances.

  Related Access Points
  - **HE.K.PHC.1.AP.2:** Recognize ways to prevent childhood injuries in the home, school, or community settings.

- **HE.K.PHC.1.3:** Recognize there are body parts inside and outside of the body.

  Clarifications:
  Clarification 1: Instruction includes the heart, brain, muscles, and skin.

  Related Access Points

- **HE.K.PHC.1.AP.3:** Recognize that there are body parts inside and outside of the body.

- **HE.K.PHC.2.1:** Identify members of the school and community who support personal health practices and behaviors.

  Clarifications:
  Clarification 1: Members include teachers, counselors, nurses, doctors, and first responders.

  Related Access Points
  - **HE.K.PHC.2.AP.1:** Recognize members of the school and community who support personal health practices and behaviors.

- **HE.K.PHC.2.2:** Name healthy behaviors that family members should practice.

  Clarifications:
  Clarification 1: Instruction includes brushing teeth and staying home when sick.

  Related Access Points
  - **HE.K.PHC.2.AP.2:** Identify a healthy behavior that family members should practice.

- **HE.K.PHC.2.3:** Identify safe and unsafe examples of internet use.

  Clarifications:

  Clarification 1: Instruction includes safe uses such as playing games, watching appropriate television shows, and learning.

  Clarification 2: Instruction includes unsafe uses such as sharing private information and interacting with unknown senders.

  Clarification 3: Instruction includes unsafe screen time leading to health issues.

  Related Access Points
  - **HE.K.PHC.2.AP.3:** Recognize a safe and unsafe example of internet use.

- **HE.K.PHC.3.1:** Name situations when a health-related decision can be made individually or when assistance is needed.

  Clarifications:
  Clarification 1: Instruction includes water safety, following school rules, and practicing good hygiene.

  Related Access Points
  - **HE.K.PHC.3.AP.1:** Identify a situation when assistance is needed for a health-related decision.

- **HE.K.PHC.3.2:** Recognize healthy options to personal health-related issues or problems.

  Clarifications:

  Clarification 1: Instruction includes visiting the doctor, obeying safety rules, and practicing emergency preparedness.

  Clarification 2: Instruction includes limiting screen time and television shows to less than one hour per day to increase physical and mental wellbeing.

  Clarification 3: Instruction includes reporting unsafe behavior, in person and on the internet, to a trusted adult.

Related Access Points

- **HE.K.PHC.3.AP.2:** Identify healthy choices for personal health issues.

- **HE.K.PHC.3.3:** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

  Clarifications:
  Clarification 1: Instruction includes injury to self and/or others.

  Related Access Points

  - **HE.K.PHC.3.AP.3:** Identify a consequence of not following rules/practices when making healthy and safe decisions.

- **HE.K.PHC.3.4:** Define a personal health goal and how it relates to overall health.

  Clarifications:
  Clarification 1: Instruction includes importance of goals.

  Related Access Points

  - **HE.K.PHC.3.AP.4:** Identify a personal health goal and how it relates to overall health.

- **HE.K.PHC.4.1:** Identify the appropriate responses to unwanted, unsafe, and threatening situations.

  Clarifications:
  Clarification 1: Instruction includes seeking safety, running for help, and talking to a trusted adult.

  Related Access Points

  - **HE.K.PHC.4.AP.1:** Identify an appropriate response to unwanted, unsafe, and threatening situations.

- **HE.K.R.2.1:** Identify healthy choices that affect personal wellness.

  Related Access Points

  - **HE.K.R.2.AP.1:** Identify healthy choices relating to personal wellness.

- **HE.K.R.2.4:** Identify and recognize basic feelings.

  Clarifications:
  Clarification 1: Instruction includes sad, mad, happy, excited, and worried.

  Related Access Points

  - **HE.K.R.2.AP.4:** Identify basic feelings.

- **HE.K.R.2.5:** Identify personal strengths and actions individuals can do independently.

  Clarifications:
  Clarification 1: Instruction includes social strengths including listening, sharing, adapting, empathy, showing courage, and leadership.

  Related Access Points

  - **HE.K.R.2.AP.5:** Identify a personal strength and an action individuals can do.

- **HE.K.R.3.2:** Identify characteristics of a good citizen in school and the community.

  Clarifications:
  Clarification 1: Instruction includes following rules, listening, and being a good friend.

  Related Access Points

  - **HE.K.R.3.AP.2:** Identify characteristics of a good citizen.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7708000

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HEALTH GR K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Health (Elementary and Secondary Grades K-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)

Access Health Grade 1 (#7708010)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

The content should include, but is not limited to, the following:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.1.CEH.1.1:** Identify ways the community encourages a healthy environment.

  Related Access Points
  - **HE.1.CEH.1.AP.1:** Identify a way that the community encourages a healthy environment.

- **HE.1.CEH.1.2:** Understand ways to prevent common communicable diseases in the community.

  Clarifications:
  Clarification 1: Instruction focuses on personal hygiene to include washing hands, covering mouth to cough and sneeze, and not sharing food or utensils.

  Related Access Points
  - **HE.1.CEH.1.AP.2:** Recognize ways to prevent common communicable diseases in the community.

- **HE.1.CEH.2.1:** Recognize health consequences for not following rules.

  Clarifications:
  Clarification 1: Instruction includes potential negative consequences such as injuries, arguments, and hurt feelings.

  Related Access Points
  - **HE.1.CEH.2.AP.1:** Recognize a health consequence for not following rules.

- **HE.1.CEH.4.1:** Help others to make positive health choices.

  Clarifications:

  Clarification 1: Instruction includes following rules.

  Clarification 2: Instruction includes selecting healthy foods.

Clarification 3: Instruction includes participating in physical activities.

Related Access Points

- **HE.1.CEH.4.AP.1:** Help others to make a positive health choice.

- **HE.1.CH.1.1:** Determine the meaning of warning labels and signs on hazardous products and places.

  Related Access Points

  - **HE.1.CH.1.AP.1:** Recognize the meaning of warning labels and signs on hazardous products and places.

- **HE.1.CH.3.1:** List healthy and unhealthy choices for personal health and safety.

  Clarifications:

  Clarification 1: Instruction includes wearing a helmet.

  Clarification 2: Instruction includes limiting screen time and choosing physical activity.

  Related Access Points

  - **HE.1.CH.3.AP.1:** List a healthy and an unhealthy choice for personal health and safety.

- **HE.1.CH.4.1:** Discuss ways to ask for support from a trusted adult or professional.

  Clarifications:

  Clarification 1: Instruction includes asking to speak to a trusted adult when help is needed.

  Clarification 2: Instruction includes seeking out the school nurse to help with a health-related problem.

  Related Access Points

  - **HE.1.CH.4.AP.1:** Recognize ways to ask for support from a trusted adult or professional.

- **HE.1.PHC.1.1:** Recognize how healthy behaviors affect personal health.

  Clarifications:
  Clarification 1: Instruction includes eating breakfast, playing safely on the playground, wearing a helmet on a bike, and participating in moderate to vigorous physical activity.

  Related Access Points

  - **HE.1.PHC.1.AP.1:** Recognize how a healthy behavior affects personal health.

- **HE.1.PHC.1.2:** Identify how you can prevent childhood injuries in the home, school, and community settings.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as water safety, pedestrian safety, bicycle safety and playground rules.

  Clarification 2: Instruction includes school safety.

  Related Access Points

  - **HE.1.PHC.1.AP.2:** Identify an example of how you can prevent childhood injuries in the home, school, or community settings.

- **HE.1.PHC.1.3:** Identify the correct names of human body parts.

Clarifications:
Clarification 1: Body parts include stomach, intestines, heart, lungs, skin, muscles, and bones.

Related Access Points

- **HE.1.PHC.1.AP.3:** Identify the correct names of select human body parts.

- **HE.1.PHC.1.5:** Tell about behaviors that avoid or reduce health risks.

  Clarifications:

  Clarification 1: Instruction focuses on following rules and personal hygiene.

  Clarification 2: Instruction includes limiting screen time to less than one hour per day to increase physical and mental wellbeing.

  Clarification 3: Instruction includes reporting unsafe behavior, in person and on the internet, to a trusted adult.

  Related Access Points

  - **HE.1.PHC.1.AP.5:** Recognize a behavior that avoids or reduces health risks.

- **HE.1.PHC.2.1:** Identify how children learn health behaviors from family and friends.

  Clarifications:

  Clarification 1: Instruction includes family and parents encouraging healthy behaviors such as eating healthy dinners together, physical activities together, setting bedtimes, and screen time rules.

  Clarification 2: Instruction includes friends exhibiting positive behaviors such as sharing and kindness.

  Related Access Points

  - **HE.1.PHC.2.AP.1:** Identify a healthy behavior children learn from family and friends.

- **HE.1.PHC.2.2:** Explain why personal information should not be shared on the internet.

  Clarifications:
  Clarification 1: Instruction includes dangers of unknown senders.

  Related Access Points

  - **HE.1.PHC.2.AP.2:** Identify why personal information should not be shared on the internet.

- **HE.1.PHC.3.1:** Describe situations when a health-related decision can be made individually or when assistance is needed.

  Clarifications:
  Clarification 1: Instruction includes crossing a street and participating in water activities.

  Related Access Points

  - **HE.1.PHC.3.AP.1:** Recognize situations when a health-related decision can be made individually or when assistance is needed.

- **HE.1.PHC.3.2:** Identify healthy options to personal health-related issues or problems.

  Clarifications:

Clarification 1: Instruction includes safety practices such as wearing a bicycle helmet or water flotation devices.

Clarification 2: Instruction includes reporting danger or unsafe activities to a trusted adult.

Related Access Points

- **HE.1.PHC.3.AP.2:** Identify a healthy option to personal health-related issues.

- **HE.1.PHC.3.3:** Explain the consequences of not following rules/practices when making healthy and safe decisions.

  Clarifications:

  Clarification 1: Instruction includes spreading germs that can cause illness in oneself or others.

  Clarification 2: Instruction includes being physically hurt or hurting others on the playground, on the bus, in the classroom, at home, and in the community.

  Related Access Points

  - **HE.1.PHC.3.AP.3:** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

- **HE.1.PHC.3.4:** Establish a short-term health goal as a class and monitor progress toward achieving the goal.

  Clarifications:
  Clarification 1: To monitor progress, examples include observation, charting, etc.

  Related Access Points

  - **HE.1.PHC.3.AP.4:** Identify a short-term health goal as a class and monitor progress toward achieving the goal.

- **HE.1.PHC.4.1:** Describe appropriate responses to unwanted, unsafe, and threatening situations.

  Clarifications:

  Clarification 1: Instruction includes talking to a trusted adult and/or parent.

  Clarification 2: Instruction includes seeking safety and running for help.

  Clarification 3: Instruction includes asking for help with safety items.

  Related Access Points

  - **HE.1.PHC.4.AP.1:** Recognize an appropriate response to unwanted, unsafe, and threatening situations.

- **HE.1.R.1.2:** Describe the traits of a good friend.

  Related Access Points

  - **HE.1.R.1.AP.2:** Identify the traits of a good friend.

- **HE.1.R.2.6:** Identify healthy ways to express needs and wants.

  Clarifications:
  Clarification 1: Instruction includes asking for assistance from a trusted adult.

  Related Access Points

- **HE.1.R.2.AP.6:** Identify a healthy way to express needs and wants.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7708010

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HEALTH GR 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Level: 2
Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Health (Elementary and Secondary Grades K-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)

Access Health Grade 2 (#7708020)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

The content should include, but is not limited to, the following:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.2.CEH.1.1:** Identify how healthy behaviors affect the community.

  Clarifications:
  Clarification 1: Instruction includes practicing healthy hygiene to prevent spread of disease.

  Related Access Points
  - **HE.2.CEH.1.AP.1:** Identify how a healthy behavior affects the community.

- **HE.2.CEH.1.2:** Describe ways to prevent common communicable diseases in the community.

  Clarifications:
  Clarification 1: Instruction focuses on personal hygiene to include washing hands, covering mouth to cough and sneeze, and not sharing food or utensils.

  Related Access Points
  - **HE.2.CEH.1.AP.2:** Identify ways to prevent common communicable diseases in the community.

- **HE.2.CEH.2.1:** Explain the ways that rules make the classroom, school, and community safer.

  Clarifications:
  Clarification 1: Discussion includes rules such as walking instead of running, waiting your turn, and following traffic and water safety laws.

  Related Access Points
  - **HE.2.CEH.2.AP.1:** Identify how rules make the classroom, school and community safer.

- **HE.2.CEH.4.1:** Support peers when making positive health choices.

  Clarifications:

  Clarification 1: Instruction includes using a buddy system and helping others.

Clarification 2: Instruction includes recognizing trusted adults as a resource.

Related Access Points

- **HE.2.CEH.4.AP.1:** Help peers when making positive health choices.

- **HE.2.CH.1.1:** Understand the meaning of warning labels and signs on hazardous products.

  Related Access Points

  - **HE.2.CH.1.AP.1:** Identify the meaning of warning labels and signs on hazardous products and places.

- **HE.2.CH.3.1:** Describe healthy and unhealthy choices.

  Clarifications:

  Clarification 1: Instruction includes limiting screen time, including television, safe websites and video games, to less than two hours per day.

  Clarification 2: Instruction includes nutritional food choices instead of unhealthy food in the cafeteria.

  Clarification 3: Instruction includes the benefits of adequate water consumption.

  Related Access Points

  - **HE.2.CH.3.AP.1:** List healthy and unhealthy choices.

- **HE.2.CH.4.1:** Practice ways to ask for support from a trusted adult or professional.

  Clarifications:

  Clarification 1: Instruction includes asking to speak to a trusted adult when help is needed.

  Clarification 2: Instruction includes seeking out the school nurse to help with a health-related problem.

  Related Access Points

  - **HE.2.CH.4.AP.1:** Demonstrate a way to ask for support from a trusted adult or professional

- **HE.2.PHC.1.2:** Describe ways you can prevent personal injuries.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as water safety, pedestrian safety, and bicycle safety.

  Clarification 2: Instruction includes recognizing abusive behaviors.

  Related Access Points

  - **HE.2.PHC.1.AP.2:** Identify a way you can prevent personal injuries.

- **HE.2.PHC.1.3:** Recognize the locations and functions of major human organs.

  Clarifications:
  Clarification 1: Instruction includes the functions of the heart, lungs, and muscles in relation to cardiovascular health.

  Related Access Points

- **HE.2.PHC.1.AP.3:** Recognize the locations of major human organs.

- **HE.2.PHC.1.5:** Recognize healthy practices and behaviors to maintain or improve personal health.

  Clarifications:

  Clarification 1: Instruction includes seeking a safe environment and seeking help.

  Clarification 2: Instruction includes recognizing safe websites to visit and television shows to watch.

  Related Access Points
  - **HE.2.PHC.1.AP.5:** Recognize a healthy practice or behavior to maintain or improve personal health.

- **HE.2.PHC.2.1:** Describe how outside influences, family, and friends can influence personal health decisions.

  Clarifications:

  Clarification 1: Instruction includes consistent home safety rules.

  Clarification 2: Instruction includes telling the truth and treating others with respect.

  Related Access Points
  - **HE.2.PHC.2.AP.1:** Identify how friends and family can influence personal health decisions.

- **HE.2.PHC.2.2:** Describe ways a safe, healthy home environment can promote personal health.

  Clarifications:

  Clarification 1: Instruction includes secured poisonous products and substances.

  Clarification 2: Instruction includes home safety plan for events such as fires and hurricanes.

  Related Access Points
  - **HE.2.PHC.2.AP.2:** Identify a way a safe, healthy home environment can promote personal health.

- **HE.2.PHC.2.3:** Describe the attributes of a safe and responsible internet user.

  Clarifications:

  Clarification 1: Instruction includes protecting personal information, reporting cyberbullying, and recognizing inappropriate content/contact.

  Clarification 2: Instruction includes limiting screen time to avoid health risks to vision, sleep quality, and mental health.

  Related Access Points
  - **HE.2.PHC.2.AP.3:** Identify the attributes of a safe and responsible internet user.

- **HE.2.PHC.3.1:** Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Clarifications:

Clarification 1: Instruction includes determining when a friend is in trouble.

Clarification 2: Instruction includes choosing safe environments and safe adults to trust.

Related Access Points

- **HE.2.PHC.3.AP.1:** Determine when a health-related decision can be made individually or when assistance is needed.

- **HE.2.PHC.3.2:** List healthy options to health-related issues or problems.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as wearing a bicycle helmet or water flotation devices.

  Clarification 2: Instruction includes peer cooperation and communication.

  Related Access Points

  - **HE.2.PHC.3.AP.2:** List a healthy option to a health-related issue or problem.

- **HE.2.PHC.3.3:** Compare the consequences of following/not following rules/practices when making healthy and safe decisions.

  Clarifications:

  Clarification 1: Instruction includes staying home when sick vs. attending school and spreading germs that can cause illness in oneself or others.

  Clarification 2: Instruction includes being physically hurt or hurting others in your environment.

  Related Access Points

  - **HE.2.PHC.3.AP.3:** List the consequences of following/not following rules/practices when making healthy and safe decisions.

- **HE.2.PHC.3.4:** Discuss short-term and long-term goals and their importance to physical health.

  Clarifications:
  Clarification 1: Instruction includes the difference between short- and long-term goals.

  Related Access Points

  - **HE.2.PHC.3.AP.4:** Identify the importance of short- and long-term goals for physical health.

- **HE.2.PHC.3.5:** Establish a short-term health goal as a class and monitor progress toward achieving the goal.

  Clarifications:
  Clarification 1: To monitor progress, examples include observation, charting, etc.

  Related Access Points

  - **HE.2.PHC.3.AP.5:** Recognize a short-term health goal as a class and monitor progress toward achieving the goal.

- **HE.2.PHC.4.1:** Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.

  Clarifications:

  Clarification 1: Instruction includes talking to a trusted adult and/or parent.

  Clarification 2: Instruction includes seeking safety and running for help.

  Clarification 3: Instruction includes asking for help with safety items, e.g., a life jacket, hand soap, buckling a seat belt, crossing the street, etc

  Related Access Points
  - **HE.2.PHC.4.AP.1:** Identify appropriate responses to unwanted, unsafe, and threatening situations.

- **HE.2.R.2.3:** Demonstrate healthy ways to express needs, wants, and listening skills.

  Clarifications:
  Clarification 1: Instruction includes paying attention, making eye contact, asking for help, etc.

  Related Access Points
  - **HE.2.R.2.AP.3:** Demonstrate a healthy way to express needs, wants, and communication skills.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic,

or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7708020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HEALTH GR 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Health (Elementary and Secondary Grades K-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)

Access Health Grade 3 (#7708030)

Version: 2026 - And Beyond (current)

Health - Grade 3 - 5008050

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

The content should include, but is not limited to, the following:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.3.CEH.1.1:** Relate how healthy behaviors impact the community.

  Clarifications:

  Clarification 1: Instruction includes practicing good hygiene.

  Clarification 2: Instruction includes working well with others.

  Related Access Points
  - **HE.3.CEH.1.AP.1:** Recognize how healthy behaviors impact the community.

- **HE.3.CEH.1.2:** Understand common childhood health conditions and their impact on school and community environments.

  Clarifications:
  Clarification 1: Instruction includes diabetes, asthma, and food allergies.

  Related Access Points
  - **HE.3.CEH.1.AP.2:** Understand a common childhood health condition and the impact on school and community environments.

- **HE.3.CEH.1.3:** Identify the impact of internet and social media in the community.

  Clarifications:

  Clarification 1: Instruction includes positive impact such as spreading awareness and information.

  Clarification 2: Instruction includes negative impact such as sharing misinformation, cyberbullies, and health risks.

Related Access Points

- **HE.3.CEH.1.AP.3:** Identify the impact of social media in the community.

- **HE.3.CEH.3.1:** Explore ways the community can prevent childhood injuries in the school and community settings.

  Related Access Points

  - **HE.3.CEH.3.AP.1:** Explore a way the community can prevent childhood injuries in the school and community settings.

- **HE.3.CEH.4.1:** Encourage positive behaviors and healthy choices by others.

  Clarifications:

  Clarification 1: Instruction includes selecting healthy food choices.

  Clarification 2: Instruction includes following playground rules.

  Related Access Points

  - **HE.3.CEH.4.AP.1:** Encourage a positive behavior and healthy choice by others.

- **HE.3.CH.1.1:** Locate resources from home, school, and community that provide valid health information, products, and services.

  Clarifications:
  Clarification 1: Resources include internet, brochures, books, and local organizations such as the Department of Health.

  Related Access Points

  - **HE.3.CH.1.AP.1:** Explore a resource from home, school, and the community that provides valid health information, products, and services.

- **HE.3.CH.1.2:** Describe why it is important to seek health care.

  Clarifications:
  Clarification 1: Instruction includes prevention of tooth decay, hearing exams to assess hearing, and eye exams to assess vision.

  Related Access Points

  - **HE.3.CH.1.AP.2:** Identify why it is important to seek health care.

- **HE.3.CH.2.1:** Describe how the internet and various media/social media outlets influence the selection of health information, products, and services.

  Clarifications:
  Clarification 1: Instruction includes food packaging, television ads, billboards, and social media.

  Related Access Points

  - **HE.3.CH.2.AP.1:** Identify how the internet and various media/social media outlets influence the selection of health information, products, and services.

- **HE.3.CH.2.2:** Identify resources that could assist in achieving personal health goals.

  Clarifications:
  Clarification 1: Examples include family support, organized sports, school walking club, teachers, school counselors, etc.

  Related Access Points

- **HE.3.CH.2.AP.2:** Identify a resource that could assist in achieving personal health goals.

- **HE.3.CH.4.1:** Describe ways to encourage healthy school environments.

  Clarifications:

  Clarification 1: Instruction includes participating in healthy clubs or activities at school.

  Clarification 2: Instruction includes taking safe routes to school.

  Related Access Points
  - **HE.3.CH.4.AP.1:** Identify a way to encourage healthy school environments.

- **HE.3.PHC.1.1:** Describe healthy behaviors that affect personal health.

  Clarifications:
  Clarification 1: Instruction includes preventing the spread of germs.

  Related Access Points
  - **HE.3.PHC.1.AP.1:** Identify a healthy behavior that affects personal health.

- **HE.3.PHC.1.2:** Apply ways you can prevent personal injuries.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as water safety, pedestrian safety, fire safety, gun safety, and bicycle safety.

  Clarification 2: Instruction includes recognizing abusive behaviors (personal safety).

  Related Access Points
  - **HE.3.PHC.1.AP.2:** Recognize ways you can prevent personal injuries.

- **HE.3.PHC.1.3:** Recognize that body parts and organs work together to form human body systems.

  Clarifications:
  Clarification 1: Body systems include the circulatory system, digestive system, nervous system, reproductive system, and other body systems.

  Related Access Points
  - **HE.3.PHC.1.AP.3:** Recognize that body parts and basic organs work together to form human body systems.

- **HE.3.PHC.1.4:** Discuss behaviors that avoid or reduce health risks.

  Clarifications:
  Clarification 1: Instruction focuses on following rules and personal hygiene.

  Related Access Points
  - **HE.3.PHC.1.AP.4:** Identify behaviors that avoid or reduce health risks.

- **HE.3.PHC.1.5:** Demonstrate health behaviors to maintain or improve personal health.

  Clarifications:

  Clarification 1: Instruction includes following rules and listening to trusted adults.

  Clarification 2: Instruction includes exercising, eating healthy foods and staying hydrated.

Related Access Points

- **HE.3.PHC.1.AP.5:** Demonstrate a health behavior to maintain or improve personal health.

- **HE.3.PHC.2.1:** Describe how outside influences, family, and friends can influence health behaviors.

  Clarifications:

  Clarification 1: Instruction includes family beliefs and traditions.

  Clarification 2: Instruction includes friends' beliefs and traditions.

  Related Access Points

  - **HE.3.PHC.2.AP.1:** Identify how outside influences, family, and friends can influence health behaviors.

- **HE.3.PHC.2.2:** Identify what the school and community do to support personal health practices and behaviors.

  Clarifications:

  Clarification 1: Instruction includes nutrition in school lunches and school and community gardens.

  Clarification 2: Instruction includes safety drills including fire, weather, and lock-down drills in the school.

  Related Access Points

  - **HE.3.PHC.2.AP.2:** Identify what the school and community do to support personal health practices.

- **HE.3.PHC.2.3:** Understand the positive and negative impacts technology may have on health.

  Clarifications:

  Clarification 1: Instruction for positive impacts includes calling 911 when help is needed, medical advances, telehealth, and interacting with peers online in a healthy way.

  Clarification 2: Instruction for negative impacts includes excess screen time (over two hours per day), overuse of cell phones and computers, and overuse of video games.

  Related Access Points

  - **HE.3.PHC.2.AP.3:** Recognize the positive and negative impacts technology may have on health.

- **HE.3.PHC.2.4:** Identify appropriate and inappropriate uses of the internet and communicating with others through technology.

  Clarifications:

  Clarification 1: Instruction for appropriate uses includes completing homework and visiting safe websites with a parent or trusted adult.

  Clarification 2: Instruction for inappropriate uses includes interacting with unknown users, cyberbullying, and visiting unsafe websites.

  Related Access Points

- **HE.3.PHC.2.AP.4:** Identify an appropriate and inappropriate use of the internet and communicating with others through technology.

- **HE.3.PHC.2.5:** Identify types of cyberbullying.

  Clarifications:

  Clarification 1: Instruction includes sending, posting, or sharing negative, harmful, false, or mean content about someone else online.

  Clarification 2: Instruction includes sharing personal or private information about someone else.

  Related Access Points
  - **HE.3.PHC.2.AP.5:** Identify a type of cyberbullying.

- **HE.3.PHC.3.1:** Explain when assistance is needed when making a health-related decision.

  Clarifications:
  Clarification 1: Instruction includes when to reach out to an appropriate health helper, when to call 911, and to whom fears of personal safety or health issues should be reported.

  Related Access Points
  - **HE.3.PHC.3.AP.1:** Identify when assistance is needed when making a health-related decision.

- **HE.3.PHC.3.2:** Recognize healthy options when making decisions for yourself that avoid or reduce health risks.

  Clarifications:

  Clarification 1: Instruction includes oral hygiene and going to the doctor.

  Clarification 2: Instruction includes eating healthy foods and participating in physical activity.

  Related Access Points
  - **HE.3.PHC.3.AP.2:** Recognize a healthy option when making decisions for yourself that reduces health risks.

- **HE.3.PHC.3.3:** Discuss the potential short-term personal impact of each option when making a health-related decision.

  Clarifications:
  Clarification 1: Instruction includes benefits of personal hygiene, such as preventing illness and disease.

  Related Access Points
  - **HE.3.PHC.3.AP.3:** Identify the potential impact of an option when making a health-related decision.

- **HE.3.PHC.3.4:** Select a personal health goal and track progress toward achievement.

  Clarifications:
  Clarification 1: Instruction includes tracking daily physical activity or limiting media use.

  Related Access Points
  - **HE.3.PHC.3.AP.4:** Select a personal health goal and track progress toward achievement.

- **HE.3.PHC.3.5:** Discuss healthy options to health-related issues or problems.

Clarifications:

Clarification 1: Instruction includes choosing healthy foods.

Clarification 2: Instruction includes choosing safe environments and safe adults to trust.

Related Access Points

- **HE.3.PHC.3.AP.5:** Identify healthy options to health-related issues or problems.

- **HE.3.PHC.4.1:** Practice appropriate responses to unwanted, unsafe, and threatening situations.

  Clarifications:

  Clarification 1: Instruction includes talking to a trusted adult and/or parent.

  Clarification 2: Instruction includes seeking safety and running for help.

  Clarification 3: Instruction includes asking for help with safety items, e.g., a life jacket, hand soap, buckling a seat belt, crossing the street, etc.

  Related Access Points

  - **HE.3.PHC.4.AP.1:** Select appropriate responses to unwanted, unsafe, and threatening situations.

- **HE.3.R.1.1:** Identify skills needed when working with others.

  Clarifications:
  Clarification 1: Instruction includes listening, cooperating, taking turns, and compromise.

  Related Access Points

  - **HE.3.R.1.AP.1:** Identify a skill needed when working with others.

- **HE.3.R.4.2:** Identify different solutions and potential outcomes when problems arise.

  Related Access Points

  - **HE.3.R.4.AP.2:** Identify different solutions and potential outcomes when problems arise.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7708030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HEALTH GR 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Health (Elementary and Secondary Grades K-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)

Access Health Grade 4 (#7708040)

Version: 2026 - And Beyond (current)

Health - Grade 4 - 5008060

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

The content should include, but is not limited to, the following:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.4.CEH.1.1:** Investigate how healthy and unhealthy behaviors impact the community.

  Clarifications:

  Clarification 1: Instruction includes practicing good hygiene to prevent illness.

  Clarification 2: Instruction includes disadvantages of not following community/school rules.

  Related Access Points
  - **HE.4.CEH.1.AP.1:** Recognize how heathy and unhealthy behaviors impact the community.

- **HE.4.CEH.1.2:** Recognize common childhood health conditions and their impact on school and community environments.

  Clarifications:
  Clarification 1: Instruction includes diabetes, asthma, and food allergies.

  Related Access Points
  - **HE.4.CEH.1.AP.2:** Recognize a common childhood health condition and its impact in a variety of settings.

- **HE.4.CEH.1.3:** Discuss the impact of internet and social media in the community.

  Clarifications:

  Clarification 1: Instruction includes positive impact such as spreading awareness and information.

  Clarification 2: Instruction includes negative impacts such as sharing misinformation, human trafficking, cyberbullies, permanence of social media posts, and social media addiction.

Related Access Points

- **HE.4.CEH.1.AP.3:** Recognize the impact of internet and social media in the community.

- **HE.4.CEH.2.1:** Recognize types of school rules and community laws that promote health and disease prevention.

  Clarifications:
  Clarification 1: Discussion includes laws such as wearing a seat belt or helmet, clean indoor-air laws, and speed limits.

  Related Access Points

  - **HE.4.CEH.2.AP.1:** Recognize a type of school rule and community law that promotes health and disease prevention.

- **HE.4.CEH.2.2:** Explain the important roles that school and community play in health practices and behaviors.

  Clarifications:

  Clarification 1: Instruction includes disaster preparedness.

  Clarification 2: Instruction includes school and community recycling programs and organizations.

  Related Access Points

  - **HE.4.CEH.2.AP.2:** Identify the important roles that the school and community play in health practices and behaviors.

- **HE.4.CEH.3.1:** Compare community resources available to prevent common childhood injuries and health problems.

  Related Access Points

  - **HE.4.CEH.3.AP.1:** Identify community resources available to prevent common childhood injuries and health problems.

- **HE.4.CEH.4.1:** Assist others to make positive health choices in their school and community.

  Clarifications:

  Clarification 1: Instruction includes modeling safe behaviors, including water safety and street safety.

  Clarification 2: Instruction includes reporting bullying and unsafe behaviors.

  Related Access Points

  - **HE.4.CEH.4.AP.1:** Assist others to make a positive health choice in their school and community

- **HE.4.CH.1.1:** Describe characteristics of valid health information, products, and services.

  Clarifications:

  Clarification 1: Characteristics include professional certification, proper labeling, complete directions for use, source, and date.

  Clarification 2: Instruction includes trusted adults, reliable and trustworthy websites, etc.

  Related Access Points

- **HE.4.CH.1.AP.1:** Identify the characteristics of valid health information, products, and services.

- **HE.4.CH.1.2:** Distinguish differences among various healthcare providers, products, and services.

  Clarifications:

  Clarification 1: Instruction includes different types of healthcare providers and emergency medical services.

  Clarification 2: Instruction includes prescription versus non-prescription drugs.

  Related Access Points
  - **HE.4.CH.1.AP.2:** Recognize the differences between various healthcare providers, products, and services.

- **HE.4.CH.2.1:** Recognize ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.

  Clarifications:
  Clarification 1: Instruction includes music, television ads, billboards, and social media.

  Related Access Points
  - **HE.4.CH.2.AP.1:** Recognize a way health messages and communication techniques can be targeted for different audiences through internet and social media sources.

- **HE.4.CH.2.2:** Categorize resources that could assist in achieving a small group personal health goal.

  Clarifications:
  Clarification 1: Resources include family, school personnel, community service providers, and resource guides.

  Related Access Points
  - **HE.4.CH.2.AP.2:** Identify resources that could assist in achieving a small group personal health goal.

- **HE.4.CH.3.1:** Construct criteria for selecting health resources, products, services, and reputable technologies.

  Clarifications:
  Clarification 1: Instruction includes asking if resources are safe, affordable, reliable, and available.

  Related Access Points
  - **HE.4.CH.3.AP.1:** Identify criteria for selecting health resources, products, services, and reputable technologies.

- **HE.4.CH.4.1:** Choose ways to promote healthy school environments.

  Clarifications:

  Clarification 1: Instruction includes participating in healthy clubs or activities at school.

  Clarification 2: Instruction includes taking safe routes to school.

  Related Access Points
  - **HE.4.CH.4.AP.1:** Choose a way to promote healthy school environments.

- **HE.4.PHC.1.1:** Identify examples of mental and physical health.

  Clarifications:

  Clarification 1: Mental health: examples include healthy coping skills; self-regulating and self-soothing behaviors; ability to communicate needs, control impulses, and focus/refocusing on current tasks; showing empathy and compassion; listening skills, etc.

  Clarification 2: Physical health: examples include healthy eating behaviors; performing daily physical activity; personal hygiene care; and avoiding tobacco, alcohol, and other drugs.

  Related Access Points
  - **HE.4.PHC.1.AP.1:** Identify an example of mental and physical health.
- **HE.4.PHC.1.2:** Analyze ways you can prevent personal injuries.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as water safety, pedestrian safety, fire safety, gun safety, and bicycle safety.

  Clarification 2: Instruction includes recognizing abusive behaviors (personal safety).

  Related Access Points
  - **HE.4.PHC.1.AP.2:** Identify ways you can prevent personal injuries.
- **HE.4.PHC.1.3:** Identify the human body parts and organs that work together to form healthy body systems.

  Clarifications:
  Clarification 1: Body systems include the circulatory system, digestive system, nervous system, reproductive system, and other body systems.

  Related Access Points
  - **HE.4.PHC.1.AP.3:** Identify the human body parts and basic organs that work together to form a healthy body system.
- **HE.4.PHC.2.1:** Identify how outside influences, including family and friends, affect health practices and behaviors.

  Clarifications:

  Clarification 1: Instruction includes recognizing and avoiding bullying behaviors.

  Clarification 2: Instruction includes choosing to avoid tobacco products or inhalants.

  Related Access Points
  - **HE.4.PHC.2.AP.1:** Identify how an outside influence, including family and friends, can affect health practices.
- **HE.4.PHC.2.2:** Describe ways a safe, healthy school environment can influence personal health.

  Clarifications:

  Clarification 1: Instruction includes safety patrols, school crossing guards, and safety resource officers.

Clarification 2: Instruction includes hand washing and practicing good hygiene.

Clarification 3: Instruction includes daily physical activity as part of the school day.

Related Access Points

- **HE.4.PHC.2.AP.2:** Identify ways a safe, healthy school environment can influence personal health.

- **HE.4.PHC.2.3:** Discuss how technology influences personal thoughts, feelings, and health behaviors.

  Clarifications:

  Clarification 1: Instruction includes the negative impacts of cyberbullying.

  Clarification 2: Instruction includes limiting screen time to less than two hours per day to prevent health risks such as sleep difficulties, mood problems, physical inactivity, and decreased learning opportunities.

  Related Access Points

  - **HE.4.PHC.2.AP.3:** Identify how technology influences personal behaviors.

- **HE.4.PHC.2.4:** Discuss how media/social media influences personal thoughts, feelings, and health behaviors.

  Clarifications:

  Clarification 1: Instruction includes marketing strategies to appeal to specific audiences.

  Clarification 2: Instruction includes negative effects on mental health, such as social media addiction.

  Related Access Points

  - **HE.4.PHC.2.AP.4:** Identify how media/social media influences personal behaviors.

- **HE.4.PHC.2.5:** Identify health-related consequences of inappropriate and/or excessive internet use.

  Clarifications:

  Clarification 1: Health-related consequences include decreased mental well-being, loss of vision, sleep difficulties, and decreased physical activity leading to obesity.

  Clarification 2: Health-related consequences include musculoskeletal conditions caused by prolonged use of devices.

  Related Access Points

  - **HE.4.PHC.2.AP.5:** Identify a health-related consequence of inappropriate and/or excessive internet use.

- **HE.4.PHC.3.1:** Examine when assistance is needed to make a health-related decision.

  Clarifications:

  Clarification 1: Instruction includes assistance for administering first aid.

  Clarification 2: Instruction includes addressing conflict between peers.

Related Access Points

- **HE.4.PHC.3.AP.1:** Identify situations when assistance is needed to make a health-related decision.

- **HE.4.PHC.3.2:** Apply healthy options when making decisions to maintain or improve personal health and reduce health risks.

  Clarifications:

  Clarification 1: Instruction includes avoiding substances, such as tobacco and alcohol.

  Clarification 2: Instruction includes practicing general personal hygiene to prevent disease and illness.

  Related Access Points

  - **HE.4.PHC.3.AP.2:** Select a healthy option when making decisions to maintain or improve personal health.

- **HE.4.PHC.3.3:** Predict the potential short-term impact of each option on self and others when making a health-related decision.

  Clarifications:

  Clarification 1: Instruction includes participating in physical activity and effect on cardiovascular and physical health.

  Clarification 2: Instruction includes practicing proper hygiene and nutrition and effect on quality of life.

  Related Access Points

  - **HE.4.PHC.3.AP.3:** Recognize the potential short-term impact on self and others when making a health-related decision.

- **HE.4.PHC.3.4:** Create a personal health goal and track progress toward achievement.

  Related Access Points

  - **HE.4.PHC.3.AP.4:** Choose a personal health goal and track progress.

- **HE.4.PHC.3.5:** Choose healthy options to health-related issues or problems.

  Clarifications:
  Clarification 1: Instruction includes responding to an injury; connecting with the appropriate health helper, including school counselors (mental health issues); peer pressure/healthy friendships, etc.

  Related Access Points

  - **HE.4.PHC.3.AP.5:** Choose a healthy option to health-related issues or problems.

- **HE.4.PHC.4.1:** Select appropriate responses to unwanted, unsafe, and threatening situations.

  Clarifications:

  Clarification 1: Instruction includes talking to a trusted adult and/or parent.

  Clarification 2: Instruction includes seeking safety and running for help.

Clarification 3: Instruction includes asking for help with safety items, e.g., a life jacket, hand soap.

Related Access Points

- **HE.4.PHC.4.AP.1:** Select an appropriate response to unwanted, unsafe, and threatening situations.

- **HE.4.R.1.1:** Consider the perspectives of others.

  Related Access Points

  - **HE.4.R.1.AP.1:** Recognize that other people may think differently than you do.

- **HE.4.R.2.2:** Identify the value of making healthy choices for personal well-being.

  Related Access Points

  - **HE.4.R.2.AP.2:** Identify the value of making healthy choices for personal well-being.

- **HE.4.R.4.2:** Describe strategies to resolve conflicts.

  Clarifications:
  Clarification 1: Instruction includes compromise, agreeing to disagree, and civil discourse.

  Related Access Points

  - **HE.4.R.4.AP.2:** Identify strategies to resolve conflicts.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.

- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic,

or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7708040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HEALTH GR 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
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- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
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- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)

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- Health (Elementary and Secondary Grades K-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
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Access Health Grade 5 (#7708050)

Version: 2026 - And Beyond (current)

Health - Grade 5 - 5008070

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices, maintain and improve quality of life, promote personal health and prevent injuries. This course also includes content related to resiliency education: civic and character education and life skills education.

The content should include, but is not limited to, the following:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Resiliency Education

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **HE.5.CEH.1.2:** Explain common childhood health conditions and their impact on school and community environments.

  Clarifications:
  Clarification 1: Instruction includes diabetes, asthma, and food allergies.

  Related Access Points
  - **HE.5.CEH.1.AP.2:** Identify common childhood health conditions and their impact on school and community environments.

- **HE.5.CEH.1.3:** Explain how community health can be impacted by internet and social media in the community.

  Clarifications:

  Clarification 1: Instruction includes spreading awareness and information.

  Clarification 2: Instruction includes public service announcements on health.

  Related Access Points
  - **HE.5.CEH.1.AP.3:** Recognize how community health can be impacted by internet and social media in the community.

- **HE.5.CEH.2.1:** Give examples of school and public health policies that influence health promotion and disease prevention.

  Clarifications:
  Clarification 1: Examples include seat belt laws, helmet laws, emergency drills, and school bus policies.

  Related Access Points

- **HE.5.CEH.2.AP.1:** Select examples of school and public health policies that influence health promotion and disease prevention.

- **HE.5.CEH.2.2:** Investigate influences that change health beliefs and behaviors.

  Clarifications:

  Clarification 1: Instruction includes substance use behaviors being portrayed in the media.

  Clarification 2: Instruction includes social media influence.

  Related Access Points
  - **HE.5.CEH.2.AP.2:** Explore influences that change health beliefs and behaviors.

- **HE.5.CEH.2.3:** Determine how media/social media influences health behaviors and the selection of health information, products, and services.

  Clarifications:
  Clarification 1: Instruction includes social media platforms influencing the selection of products.

  Related Access Points
  - **HE.5.CEH.2.AP.3:** Recognize how media/social media influences health behaviors and the selection of health information, products, and services.

- **HE.5.CEH.4.1:** Persuade others to make positive health choices.

  Clarifications:

  Clarification 1: Instruction includes practicing negotiation skills.

  Clarification 2: Instruction includes advocating for a tobacco-free environment.

  Related Access Points
  - **HE.5.CEH.4.AP.1:** Explain to others how to make positive health choices.

- **HE.5.CH.1.1:** Discuss characteristics of valid health information, products, and services.

  Clarifications:
  Clarification 1: Characteristics include professional certification, proper labeling, complete directions for use, source, and date.

  Related Access Points
  - **HE.5.CH.1.AP.1:** Identify a characteristic of valid health information, products, and services.

- **HE.5.CH.1.2:** Research resources from home, school, and the community that provide valid health information.

  Clarifications:
  Clarification 1: Resources include technology (phone, television, internet, radio), media, locations (library, health department, pharmacy, hospitals), and items (scale, pedometer).

  Related Access Points
  - **HE.5.CH.1.AP.2:** Explore resources from home, school, and the community that provide valid health information.

- **HE.5.CH.1.3:** Recognize appropriate health care products and services in the community.

Clarifications:
Clarification 1: Instruction includes seeking counseling or healthcare for individual needs.

Related Access Points
- **HE.5.CH.1.AP.3:** Identify appropriate health care products and services in the community.

- **HE.5.CH.2.1:** Identify ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.

  Clarifications:
  Clarification 1: Instruction includes surveys, advertisements, billboards, and social media.

  Related Access Points
  - **HE.5.CH.2.AP.1:** Identify a way health messages and communication techniques can be targeted for different audiences through internet and social media sources.

- **HE.5.CH.2.2:** Select reliable resources that would assist in achieving a personal health goal.

  Clarifications:
  Clarification 1: Resources include family, school personnel, community service providers, and resource guides.

  Related Access Points
  - **HE.5.CH.2.AP.2:** Select a reliable resource that would assist in achieving a personal health goal.

- **HE.5.CH.3.1:** Evaluate criteria for selecting health resources, products, and services.

  Clarifications:
  Clarification 1: Instruction includes determining criteria function, directions for use, competence of providers, and costs.

  Related Access Points
  - **HE.5.CH.3.AP.1:** Identify criteria for selecting health resources, products, and services.

- **HE.5.PHC.1.1:** Demonstrate the physical and mental dimensions of health.

  Clarifications:

  Clarification 1: Instruction includes the importance of getting along with others and respecting personal space.

  Clarification 2: Instruction includes the importance of feeling safe.

  Related Access Points
  - **HE.5.PHC.1.AP.1:** Demonstrate a physical and mental dimension of health.

- **HE.5.PHC.1.2:** Explain ways you can prevent personal injuries.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as water safety, pedestrian safety, fire safety, gun safety, and bicycle safety.

  Clarification 2: Instruction includes recognizing abusive behaviors (personal safety).

  Related Access Points
  - **HE.5.PHC.1.AP.2:** Recognize ways you can prevent personal injuries.

- **HE.5.PHC.1.3:** Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

  Clarifications:

  Clarification 1: Instruction includes the digestive and circulatory systems receiving and distributing nutrients to provide energy.

  Clarification 2: Instruction includes endocrine glands influencing the reproductive system.

  Clarification 3: Instruction includes respiratory system providing oxygen to other body systems.

  Related Access Points
  - **HE.5.PHC.1.AP.3:** Identify how human body parts and basic organs work together in healthy body systems.

- **HE.5.PHC.1.4:** Describe the relationship between healthy behaviors and personal health.

  Clarifications:

  Clarification 1: Instruction includes avoiding substances, including alcohol and tobacco, to prevent disease.

  Clarification 2: Instruction includes the positive impact of healthy relationships.

  Clarification 3: Instruction includes safe behaviors, including wearing a bike helmet or seatbelt to prevent injuries.

  Related Access Points
  - **HE.5.PHC.1.AP.4:** Recognize the relationship between healthy behaviors and personal health.

- **HE.5.PHC.2.1:** Explain how outside influences, including family and friends, affect health practices and behaviors.

  Clarifications:

  Clarification 1: Instruction includes recognizing and avoiding bullying behaviors.

  Clarification 2: Instruction includes choosing to avoid tobacco products or inhalants.

  Clarification 3: Instruction includes media, family system, culture, peers, friends, and community.

  Related Access Points
  - **HE.5.PHC.2.AP.1:** Identify how outside influences, including family and friends, affect health practices and behaviors.

- **HE.5.PHC.2.2:** Explain ways a safe, healthy home and school environment promote personal health.

  Clarifications:

  Clarification 1: Instruction includes having a smoke-free home environment.

  Clarification 2: Instruction includes having a clean/orderly environment with rules.

Related Access Points

- **HE.5.PHC.2.AP.2:** Identify ways a safe, healthy home and school environment promote personal health.

- **HE.5.PHC.2.3:** Explain how technology influences personal thoughts, feelings, and health behaviors.

  Clarifications:

  Clarification 1: Instruction includes the negative impacts of cyberbullying.

  Clarification 2: Instruction includes overuse of screen time leading to mental health challenges, including addiction.

  Related Access Points

  - **HE.5.PHC.2.AP.3:** Recognize how technology influences personal health.

- **HE.5.PHC.2.4:** Discuss how media/social media influences personal and family health behaviors.

  Clarifications:

  Clarification 1: Instruction includes marketing strategies to appeal to specific audiences.

  Clarification 2: Instruction includes social media impact on body image, self-esteem, and self-image.

  Related Access Points

  - **HE.5.PHC.2.AP.4:** Recognize how media/social media influences personal and family health.

- **HE.5.PHC.2.5:** Identify the legal and social consequences of inappropriate social media use.

  Clarifications:

  Clarification 1: Legal consequences includes disciplinary action by the school or criminal penalties.

  Clarification 2: Social consequences include social isolation, decline in academic performance, loss of friendships, and decreased social skills.

  Related Access Points

  - **HE.5.PHC.2.AP.5:** Identify a legal and social consequence of inappropriate social media use.

- **HE.5.PHC.3.1:** Analyze when assistance is needed when making a health-related decision.

  Clarifications:

  Clarification 1: Instruction includes safety practices.

  Clarification 2: Instruction includes addressing peer relationships and dangerous events.

  Related Access Points

  - **HE.5.PHC.3.AP.1:** Recognize when assistance is needed when making a health-related decision.

- **HE.5.PHC.3.2:** Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.

  Clarifications:

  Clarification 1: Instruction includes reporting bullying and resolving conflicts with peers.

  Clarification 2: Instruction includes using safety equipment and gear.

  Related Access Points
  - **HE.5.PHC.3.AP.2:** Select a healthy option when making decisions for yourself to maintain or improve personal health.

- **HE.5.PHC.3.3:** Compare the potential short-term impact of each option on self and others when making a health-related decision.

  Clarifications:

  Clarification 1: Instruction includes the impact of substance use, including alcohol or tobacco.

  Clarification 2: Instruction includes practicing positive character traits and behavior to form relationships.

  Related Access Points
  - **HE.5.PHC.3.AP.3:**
    a. Identify a health-related decision.
    b. Determine the potential short-term impact of each option on self and others.

- **HE.5.PHC.3.4:** Develop a personal health goal and track progress toward achievement.

  Related Access Points
  - **HE.5.PHC.3.AP.4:** Identify a personal health goal and track progress.

- **HE.5.PHC.3.5:** Summarize healthy options to health-related issues or problems.

  Clarifications:
  Clarification 1: Instruction includes discussion with a trusted adult, parent, or school counselor.

  Related Access Points
  - **HE.5.PHC.3.AP.5:** Select a healthy option to a health-related issue or problem.

- **HE.5.PHC.4.1:** Evaluate appropriate responses to unwanted, unsafe, and threatening situations.

  Clarifications:

  Clarification 1: Instruction includes talking to a trusted adult and/or parent.

  Clarification 2: Instruction includes seeking safety and running for help.

  Clarification 3: Instruction includes asking for help with safety items, e.g., a life jacket, hand soap.

  Related Access Points
  - **HE.5.PHC.4.AP.1:** Identify appropriate responses to unwanted, unsafe, and threatening situations.

- **HE.5.R.1.1:** Discuss how to work together to achieve a positive outcome.

  Related Access Points
  - **HE.5.R.1.AP.1:** Recognize how to work together to achieve a positive outcome.

- **HE.5.R.4.3:** Compare conflict resolution methods to identify potential solutions.

  Clarifications:
  Clarification 1: Methods include negotiation, give and take, and analyze pros and cons.

  Related Access Points
  - **HE.5.R.4.AP.3:** Identify conflict resolution methods to identify potential solutions.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

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- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7708050

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS HEALTH GR 5
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Level: 2
Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Health (Elementary and Secondary Grades K-12)

- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)
- Health (Elementary and Secondary Grades K-12) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Grades K-8)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Physical Education (Elementary and Secondary Grades K-12)

Access Language Arts - Kindergarten (#7710011)

Version: 2026 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.K.C.1.1:** Print many upper- and lowercase letters.

  Clarifications:
  Clarification 1: Students should attend to spacing between letters.

  Clarification 2: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not "a" or "A" has not mastered the benchmark.

  Related Access Points
  - **ELA.K.C.1.AP.1:** Print many upper- and lowercase letters with a model.

- **ELA.K.C.1.2:** Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

  Clarifications:
  Clarification 1: The product can be written, drawn, dictated, or a combination of all.

  Clarification 2: See Writing Types.

  Related Access Points
  - **ELA.K.C.1.AP.2:** Using a combination of drawing, dictating and/or writing, create a narrative.

- **ELA.K.C.1.3:** Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

  Clarifications:
  Clarification 1: The product can be written, oral, drawn, dictated, or a combination of all.

  Clarification 2: See Writing Types.

  Related Access Points
  - **ELA.K.C.1.AP.3:** Using a combination of drawing, dictating, selecting and/or writing, express an opinion about a topic.

- **ELA.K.C.1.4:** Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

  Clarifications:
  Clarification 1: The product can be written, drawn, dictated, or a combination of all.

Clarification 2: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.
Clarification 3: See Writing Types.

Related Access Points

- **ELA.K.C.1.AP.4:** Using a combination of drawing, dictating, selecting and/or writing, provide a fact about a topic.

- **ELA.K.C.1.5:** With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.

  Clarifications:
  Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.

  Related Access Points

  - **ELA.K.C.1.AP.5:** With guidance and support from adults, improve drawing and writing, as needed, by planning and revising.

- **ELA.K.C.2.1:** Present information orally using complete sentences.

  Clarifications:
  Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.

  Related Access Points

  - **ELA.K.C.2.AP.1:** Express information using complete sentences, using the student's mode of communication.

- **ELA.K.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:

  - Begin each sentence with a capital letter and use ending punctuation.
  - Capitalize the days of the week, the months of the year, and the pronoun I.
  - Form regular plural nouns orally by adding /s/ or /es/.
  - Use interrogatives to ask questions.

  Skills to be implemented but not yet mastered are as follows:

  - Capitalize proper nouns.
  - Form and use simple verb tenses for regular verbs by adding the affix -ed.
  - Form and use complete simple sentences.
  - Use possessives.
  - Use subject-verb agreement in simple sentences.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points

  - **ELA.K.C.3.AP.1:** 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.
    - Capitalize the first word in a sentence, the pronoun I and use ending punctuation.
    - Form and use complete simple sentences.

    Use interrogatives to ask questions.

- **ELA.K.C.4.1:** Recall information to answer a question about a single topic.

  Related Access Points
  - **ELA.K.C.4.AP.1:** Identify information to answer a question about a single topic.
- **ELA.K.C.5.1:**

  Use a multimedia element to enhance oral or written tasks.

  Clarifications:

  Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, and audio or digital representation. At this grade level, the element should relate to the task, but that relationship may be tangential. It does not require, but can include, the use of computers.

  Related Access Points
  - **ELA.K.C.5.AP.1:** Identify the correct multimedia element to enhance oral or written tasks when presented with options.
- **ELA.K.F.1.1:**

  Demonstrate knowledge of the basic concepts of print.

  a. Locate a printed word on a page.
  b. Distinguish letters from words within sentences.
  c. Match print to speech to demonstrate that language is represented by print.
  d. Identify parts of a book (front cover, back cover, title page).
  e. Move top to bottom and left to right on the printed page, returning to the beginning of the next line.
  f. Identify all upper- and lowercase letters of the alphabet.
  g. Recognize that print conveys specific meaning and pictures may support meaning.

  Clarifications:

  Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

  Related Access Points
  - **ELA.K.F.1.AP.1a:** Identify a printed word.
  - **ELA.K.F.1.AP.1b:** Distinguish letters from words.
  - **ELA.K.F.1.AP.1c:** Match print to receptive language to demonstrate that language is represented by print.
  - **ELA.K.F.1.AP.1d:** Identify parts of a book (front cover, back cover, title page) with a model.
  - **ELA.K.F.1.AP.1e:** Move left to right on the printed page.
  - **ELA.K.F.1.AP.1f:** Identify upper- and lowercase letters of the alphabet.
  - **ELA.K.F.1.AP.1g:**

    Recognize that print conveys specific meaning and pictures may support meaning.

- **ELA.K.F.1.2:** Demonstrate phonological awareness.
    a. Blend and segment syllables in spoken words.
    b. Identify and produce alliterative and rhyming words.
    c. Blend and segment onset and rimes of single-syllable words.
    d. Identify the initial, medial, and final sound of spoken words.
    e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
    f. Segment and blend phonemes in single-syllable spoken words.

  Clarifications:
  Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

  Related Access Points
    - **ELA.K.F.1.AP.2a:** Blend and segment syllables in spoken words.
    - **ELA.K.F.1.AP.2b:** Identify and produce alliterative and rhyming words.
    - **ELA.K.F.1.AP.2c:** Blend and segment onset and rimes of single-syllable words.
    - **ELA.K.F.1.AP.2d:** Identify the initial, medial and final sound of spoken words.
    - **ELA.K.F.1.AP.2e:** Add or delete phonemes at the beginning or end of a spoken word and produce the resulting word using the student's mode of communication.
    - **ELA.K.F.1.AP.2f:** Segment and blend phonemes in single-syllable spoken words.

- **ELA.K.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
    a. Demonstrate knowledge of the most frequent sound for each consonant.
    b. Demonstrate knowledge of the short and long sounds for the five major vowels.
    c. Decode consonant-vowel-consonant (CVC) words.
    d. Encode consonant-vowel-consonant (CVC) words.

  Clarifications:
  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

  Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

  Related Access Points
    - **ELA.K.F.1.AP.3a:** Demonstrate knowledge of the most frequent sound for consonants.
    - **ELA.K.F.1.AP.3b:** Demonstrate knowledge of the short and long sounds for the five major vowels.
    - **ELA.K.F.1.AP.3c:** Decode consonant-vowel-consonant (CVC) words.
    - **ELA.K.F.1.AP.3d:** Encode consonant-vowel-consonant (CVC) words.

- **ELA.K.F.1.4:** Recognize and read with automaticity grade-level high frequency words.

  Clarifications:
  Clarification 1: See Dolch and Fry word lists.

  Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words

that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Related Access Points

- **ELA.K.F.1.AP.4:** Recognize and read high frequency words.

- **ELA.K.R.1.1:** Describe the main character(s), setting, and important events in a story.

  Clarifications:
  Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.
  Clarification 2: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.
  Clarification 3: Descriptions can be oral, either in response to a question or through discussion.

  Related Access Points

  - **ELA.K.R.1.AP.1:** Identify a character, a setting and an event in a story.

- **ELA.K.R.1.3:** Explain the roles of author and illustrator of a story.

  Clarifications:
  Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' *Hop on Pop* where Dr. Seuss performs both roles.

  Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.

  Related Access Points

  - **ELA.K.R.1.AP.3:** Identify the roles of author and illustrator of a story.

- **ELA.K.R.1.4:** Identify rhyme in a poem.

  Clarifications:
  Clarification 1: This benchmark builds on the skills from the phonological awareness benchmark K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.

  Clarification 2: Students will also note where the rhyme is coming, e.g., at the end of a line.

  Related Access Points

  - **ELA.K.R.1.AP.4:** Identify a rhyme.

- **ELA.K.R.2.1:** Use titles, headings, and illustrations to predict and confirm the topic of texts.

  Clarifications:
  Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.

  Related Access Points

  - **ELA.K.R.2.AP.1:** Use titles and illustrations to predict and confirm the topic of texts.

- **ELA.K.R.2.2:** Identify the topic of and multiple details in a text.

Clarifications:
Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book *Why Should I Recycle?* is recycling.

Related Access Points

- **ELA.K.R.2.AP.2:** Identify the topic of and select a detail in a text.

- **ELA.K.R.2.4:** Explain the difference between opinions and facts about a topic.

  Clarifications:
  Clarification 1: Students will explain which statements are fact and which are opinion within a text.

  Clarification 2: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.

  Example: “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.

  Related Access Points

  - **ELA.K.R.2.AP.4:** Identify an opinion or fact about a topic.

- **ELA.K.R.3.1:** Identify and explain descriptive words in text(s).

  Clarifications:
  Clarification 1: Students will explain examples of descriptive words in text and how they add meaning.

  Clarification 2: Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

  Related Access Points

  - **ELA.K.R.3.AP.1:** Identify descriptive words in text(s).

- **ELA.K.R.3.2:** Retell a text orally to enhance comprehension:
  a. Use main character(s), setting, and important events for a story.
  b. Use topic and details for an informational text.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points

  - **ELA.K.R.3.AP.2a:** Identify main character, setting and important events for a story using the student's mode of communication.
  - **ELA.K.R.3.AP.2b:** Identify topic and details for an informational text using the student's mode of communication.

- **ELA.K.R.3.3:** Compare and contrast characters’ experiences in stories.

  Clarifications:
  Clarification 1: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

Related Access Points

- **ELA.K.R.3.AP.3:** Identify different character experiences in the same story.

- **ELA.K.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.

  Clarifications:
  Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points

  - **ELA.K.V.1.AP.1:** Use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

- **ELA.K.V.1.2:** Ask and answer questions about unfamiliar words in grade-level content.

  Related Access Points

  - **ELA.K.V.1.AP.2:** Identify unfamiliar words in grade-level content at the student's ability level.

- **ELA.K.V.1.3:** Identify and sort common words into basic categories, relating vocabulary to background knowledge.

  Clarifications:
  Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

  Clarification 2: See Context Clues and Word Relationships.

  Related Access Points

  - **ELA.K.V.1.AP.3:** Identify categories of common words in grade-level text at the student's ability level, using the student's mode of communication.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7710011

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LANG ART - K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): K

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
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- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Language Arts - Grade 1 (#7710012)

Version: 2026 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.1.C.1.1:** Print all upper- and lowercase letters.

  Clarifications:
  Clarification 1: Students should have adequate spacing between letters and/or words.

  Related Access Points
  - **ELA.1.C.1.AP.1:** Print all upper- and lowercase letters with a model.

- **ELA.1.C.1.2:** Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.1.C.1.AP.2:** Write a narrative with two sequenced events.

- **ELA.1.C.1.3:** Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.1.C.1.AP.3:** Write an opinion about a topic.

- **ELA.1.C.1.4:** Write expository texts about a topic, using a source, providing facts and a sense of closure.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.1.C.1.AP.4:** Write an expository text about a topic, using a source, to provide facts.

- **ELA.1.C.1.5:** With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.

  Clarifications:
  Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

  Related Access Points

- **ELA.1.C.1.AP.5:** With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing.

- **ELA.1.C.2.1:** Present information orally using complete sentences and appropriate volume.

  Clarifications:
  Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.

  Related Access Points
  - **ELA.1.C.2.AP.1:** Express information using complete sentences and appropriate volume, using the student's mode of communication.

- **ELA.1.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:
  - Capitalize proper nouns.
  - Form and use simple verb tenses for regular verbs by adding the affix -ed.
  - Form and use complete simple sentences.
  - Use possessives.
  - Use subject-verb agreement in simple sentences.

  Skills to be implemented but not yet mastered are asfollows:
  - Form plurals -y to -ies.
  - Conjugate regular and irregular verb tenses.
  - Form and use regular and frequently occurring irregular plural nouns.
  - Form and use the past tense of frequently occurring irregular verbs.
  - Use apostrophes to form contractions.
  - Appropriately use pronouns.
  - Use commas in a series.
  - Use plural possessives.
  - Use interjections.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points
  - **ELA.1.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling.
    - Capitalize proper nouns.
    - Form and use simple verb tenses for regular verbs by adding the affix -ed.

    Form regular plural nouns orally by adding -s or -es.

- **ELA.1.C.4.1:** Participate in research to gather information to answer a question about a single topic.

  Clarifications:
  Clarification 1: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.

  Related Access Points
  - **ELA.1.C.4.AP.1:** Participate in guided research to gather information to answer a question about a single topic.

- **ELA.1.C.5.1:**

  Use a multimedia element to enhance oral or written tasks.

  Clarifications:

  Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, and audio or digital representation.
  At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.

  Related Access Points
  - **ELA.1.C.5.AP.1:** Identify the correct multimedia element to enhance oral or written tasks when presented with options.

- **ELA.1.C.5.2:** Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

  Related Access Points
  - **ELA.1.C.5.AP.2:** Identify digital tools to produce and publish writing individually or with peers and with support from adults.

- **ELA.1.F.1.1:** Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.

  Related Access Points
  - **ELA.1.F.1.AP.1:** Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books with a model.

- **ELA.1.F.1.2:** Demonstrate phonological awareness.
  a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
  b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
  c. Blend single-syllable spoken words with at least five phonemes.
  d. Segment single-syllable spoken words with at least five phonemes.
  e. Segment and blend phonemes in multi-syllable spoken words.

  Clarifications:
  Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

  Related Access Points
  - **ELA.1.F.1.AP.2a:** Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs.
  - **ELA.1.F.1.AP.2b:** Blend initial, medial and final phonemes together to identify or produce a single-syllable word that includes digraphs, blends or trigraphs.
  - **ELA.1.F.1.AP.2c:** Blend single-syllable spoken words with at least four phonemes.
  - **ELA.1.F.1.AP.2d:** Segment single-syllable spoken words with at least four phonemes.
  - **ELA.1.F.1.AP.2e:** Segment and blend phonemes in familiar multi-syllable spoken words.

- **ELA.1.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
    a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
    b. Decode simple words with r-controlled vowels.
    c. Decode and encode regularly spelled one-syllable words.
    d. Decode words with inflectional endings.
    e. Decode two-syllable words with regular patterns by breaking the words into syllables.
    f. Decode words that use final –e and vowel teams to make long-vowel sounds.

  Clarifications:

  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

  Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

  Related Access Points
    - **ELA.1.F.1.AP.3a:** Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
    - **ELA.1.F.1.AP.3b:** Decode simple words with r-controlled vowels.
    - **ELA.1.F.1.AP.3c:** Decode and encode regularly spelled one-syllable words.
    - **ELA.1.F.1.AP.3d:** Decode words with inflectional endings.
    - **ELA.1.F.1.AP.3e:** Decode two-syllable words with regular patterns by breaking the words into syllables.
    - **ELA.1.F.1.AP.3f:** Decode words that use final -e and vowel teams to make long-vowel sound.

- **ELA.1.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
    a. Recognize and read with automaticity the grade-level sight words.

  Clarifications:
  Clarification 1: See Dolch and Fry word lists.
  Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
  Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.
  Clarification 4: “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
  Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points
    - **ELA.1.F.1.AP.4a:** Recognize and read sight words.

- **ELA.1.R.1.1:** Identify and describe the main story elements in a story.

  Clarifications:
  Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

  Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

  Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

  Related Access Points
  - **ELA.1.R.1.AP.1:** Identify the main story elements in a story.

- **ELA.1.R.1.2:** Identify and explain the moral of a story.

  Clarifications:
  Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.

  Related Access Points
  - **ELA.1.R.1.AP.2:** Identify the moral of a story.

- **ELA.1.R.1.3:** Explain who is telling the story using context clues.

  Clarifications:
  Clarification 1: Students will use the term narrator to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.

  Related Access Points
  - **ELA.1.R.1.AP.3:** Identify who is telling the story using context clues.

- **ELA.1.R.1.4:**

  Identify stanzas and line breaks in poems.

  Clarifications:

  Clarification 1: This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.

  Related Access Points
  - **ELA.1.R.1.AP.4:** Identify a line break in a poem.

- **ELA.1.R.2.1:** Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

  Related Access Points
  - **ELA.1.R.2.AP.1:** Use text features including titles, headings and/or illustrations to demonstrate understanding of texts.

- **ELA.1.R.2.2:** Identify the topic of and relevant details in a text.

  Related Access Points

- **ELA.1.R.2.AP.2:** Identify the topic of and select a relevant detail in a text.

- **ELA.1.R.2.3:** Explain similarities and differences between information provided in visuals and words in an informational text.

  Clarifications:
  Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.

  Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

  Related Access Points
  - **ELA.1.R.2.AP.3:** Identify if information was provided from a visual or from words in an informational text.

- **ELA.1.R.2.4:** Identify an author's opinion(s) about the topic.

  Related Access Points
  - **ELA.1.R.2.AP.4:** Identify an author's opinion about the topic.

- **ELA.1.R.3.1:** Identify and explain descriptive words and phrases in text(s).

  Clarifications:
  Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.

  Related Access Points
  - **ELA.1.R.3.AP.1:** Identify descriptive words and phrases in text(s).

- **ELA.1.R.3.2:** Retell a text in oral or written form to enhance comprehension.
  a. Use main story elements at the beginning, middle, and end for a literary text.
  b. Use topic and important details for an informational text.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points
  - **ELA.1.R.3.AP.2a:** Identify main story elements at the beginning, middle and end for a literary text using the student's mode of communication.
  - **ELA.1.R.3.AP.2b:** Identify a topic and relevant details for an informational text using the student's mode of communication.

- **ELA.1.R.3.3:** Compare and contrast two texts on the same topic.

  Clarifications:
  Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

  Related Access Points
  - **ELA.1.R.3.AP.3:** Identify details about two texts on the same topic.

- **ELA.1.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.

  Clarifications:
  Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Related Access Points

- **ELA.1.V.1.AP.1:** Identify grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

- **ELA.1.V.1.2:** Identify and use frequently occurring base words and their common inflections in grade-level content.

  Clarifications:
  Clarification 1: See Base Words for frequently occurring base words.

  Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.

  Example: Regular verbs add the inflectional ending -ed to indicate the past tense.

  Related Access Points

  - **ELA.1.V.1.AP.2:** Identify frequently occurring base words and their common inflections in grade-level content at the student's ability level.

- **ELA.1.V.1.3:** Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

  Clarifications:
  Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

  Clarification 2: See Context Clues and Word Relationships.

  Related Access Points

  - **ELA.1.V.1.AP.3:** Identify and use picture clues, context clues and/or background knowledge to determine the meaning of unknown words at the student's ability level.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for

academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7710012

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LANG ART - 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

Access Language Arts - Grade 2 (#7710013)

Version: 2026 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.2.C.1.1:** Demonstrate legible printing skills.

  Related Access Points
  - **ELA.2.C.1.AP.1:**

    Write letters and/or groups of letters with adequate spacing.

- **ELA.2.C.1.2:** Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.2.C.1.AP.2:** Write a narrative that includes a beginning, middle and end.

- **ELA.2.C.1.3:** Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.2.C.1.AP.3:** Write an opinion about a topic with one supporting reason.

- **ELA.2.C.1.4:** Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.2.C.1.AP.4:** Write an expository text about a topic, using a source, providing an introduction and facts.

- **ELA.2.C.1.5:** Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

  Clarifications:
  Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

Related Access Points

- **ELA.2.C.1.AP.5:** Improve writing as needed by planning, revising and editing, with guidance and support from adults.

- **ELA.2.C.2.1:** Present information orally using complete sentences, appropriate volume, and clear pronunciation.

  Clarifications:
  Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.

  Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

  Related Access Points

  - **ELA.2.C.2.AP.1:** Express information using complete sentences and appropriate volume, using the student's mode of communication.

- **ELA.2.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:
  - Form plurals -y to -ies.
  - Use apostrophes to form contractions.
  - Appropriately use pronouns.
  - Use commas in a series.
  - Use plural possessives.
  - Use interjections.

  Skills to be implemented but not yet mastered are asfollows:
  - Conjugate regular and irregular verb tenses.
  - Form and use regular and frequently occurring irregular plural nouns.
  - Form and use the past tense of frequently occurring irregular verbs.
  - Maintain consistent verb tense across paragraphs.
  - Form and use irregular plural nouns.
  - Form and use the progressive and perfect verb tenses.
  - Use simple modifiers.
  - Use prepositions and prepositional phrases.
  - Form and use compound sentences.
  - Use quotation marks with dialogue and direct quotations.
  - Use commas to indicate direct address.
  - Use subject-verb agreement with intervening clauses and phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points

  - **ELA.2.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling.
    - Use possessives and plural possessives.

- Use subject-verb agreement in simple sentences.
- Appropriately use pronouns.
- Use commas in a series.

- **ELA.2.C.4.1:** Participate in research to gather information to answer a question about a single topic using multiple sources.

  Related Access Points
  - **ELA.2.C.4.AP.1:** Participate in guided research to gather information to answer a question about a single topic using multiple sources.

- **ELA.2.C.5.1:**

  Use one or more multimedia element(s) to enhance oral or written tasks.

  Clarifications:

  Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can, but is not required to, use more than one multimedia element.

  Related Access Points
  - **ELA.2.C.5.AP.1:** Identify one multimedia element to enhance oral or written tasks

- **ELA.2.C.5.2:** Use digital tools to produce and publish writing individually or with peers and with support from adults.

  Related Access Points
  - **ELA.2.C.5.AP.2:** Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

- **ELA.2.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
  a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
  b. Decode regularly spelled two-syllable words with long and short vowels.
  c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
  d. Decode words with common prefixes and suffixes.
  e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

  Clarifications:

  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

  Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

  Related Access Points

- **ELA.2.F.1.AP.3a:** Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
- **ELA.2.F.1.AP.3b:** Decode regularly spelled two-syllable words with long and short vowels.
- **ELA.2.F.1.AP.3c:** Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
- **ELA.2.F.1.AP.3d:** Decode words with common prefixes and suffixes.
- **ELA.2.F.1.AP.3e:** Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

- **ELA.2.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

  Clarifications:
  Clarification 1: See Dolch and Fry word lists.

  Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

  Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

  Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

  Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points
  - **ELA.2.F.1.AP.4:** Write an expository text about a topic, using a source, providing an introduction and facts.

- **ELA.2.R.1.1:** Identify plot structure and describe main story elements in a literary text.

  Clarifications:
  Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.
  Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.
  Clarification 3: For character, students will describe characters' traits, feelings, and behaviors.

  Related Access Points
  - **ELA.2.R.1.AP.1:** Sequence and describe main elements in a literary text.

- **ELA.2.R.1.2:** Identify and explain a theme of a literary text.

  Related Access Points
  - **ELA.2.R.1.AP.2:** Identify the theme of a literary text.

- **ELA.2.R.1.3:** Identify different characters' perspectives in a literary text.

  Clarifications:
  Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

  Related Access Points
  - **ELA.2.R.1.AP.3:** Match characters and their perspectives in a literary text.

- **ELA.2.R.1.4:**

  Identify rhyme schemes in poems.

  Clarifications:

  Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.

  Examples:

  I never saw a Purple Cow,**A**
  I never hope to see one;**B**
  But I can tell you, anyhow,**A**
  I'd rather see than be one!**B**

  – Gelett Burgess

  Little Miss Muffet**A**
  Sat on a tuffet,**A**
  Eating her curds and whey;**B**
  Along came a spider**C**
  Who sat down beside her**C**
  And frightened Miss Muffet away.**B**

  – Traditional Nursery Rhyme

  Related Access Points
  - **ELA.2.R.1.AP.4:** Identify a rhyme scheme in a poem.

- **ELA.2.R.2.1:** Explain how text features - including titles, headings, captions, graphs, maps, glossaries, and/or illustrations - contribute to the meaning of texts.

  Related Access Points
  - **ELA.2.R.2.AP.1:** Show how text features—including titles, headings, graphs, maps and/or illustrations—contribute to the meaning of texts.

- **ELA.2.R.2.2:** Identify the central idea and relevant details in a text.

  Related Access Points
  - **ELA.2.R.2.AP.2:** Identify the central idea and relevant details in a text.

- **ELA.2.R.2.3:** Explain an author's purpose in an informational text.

  Related Access Points
  - **ELA.2.R.2.AP.3:** Identify an author's purpose in an informational text.

- **ELA.2.R.2.4:** Explain an author’s opinion(s) and supporting evidence.

  Related Access Points
  - **ELA.2.R.2.AP.4:** Identify an author's opinion and supporting evidence.

- **ELA.2.R.3.1:** Identify and explain similes, idioms, and alliteration in text(s).

  Related Access Points
  - **ELA.2.R.3.AP.1:** Identify similes, idioms and alliteration in text(s).

- **ELA.2.R.3.2:** Retell a text to enhance comprehension.
  a. Use main story elements in a logical sequence for a literary text.
  b. Use the central idea and relevant details for an informational text.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points
  - **ELA.2.R.3.AP.2a:** Identify main story elements and sequence relevant details in a logical order for a literary text using the student's mode of communication.
  - **ELA.2.R.3.AP.2b:** Identify the central idea and a relevant detail for an informational text using the student's mode of communication.

- **ELA.2.R.3.3:** Compare and contrast important details presented by two texts on the same topic or theme.

  Clarifications:
  Clarification 1: For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.

  Clarification 2: The different versions may be of the same or different formats.

  Related Access Points
  - **ELA.2.R.3.AP.3:** Compare the important details presented by two texts on the same topic or theme.

- **ELA.2.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.

  Clarifications:
  Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points
  - **ELA.2.V.1.AP.1:** Identify grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

- **ELA.2.V.1.2:** Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

  Clarifications:
  Clarification 1: See Base Words.

  Related Access Points
  - **ELA.2.V.1.AP.2:** 2 Identify base words and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level.

- **ELA.2.V.1.3:** Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Clarifications:
Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Related Access Points

- **ELA.2.V.1.AP.3:** Identify and use picture clues, context clues, word relationships and/or background knowledge to determine the meaning of unknown words at the student's ability level.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7710013

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LANG ART - 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 2

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Language Arts - Grade 3 (#7710014)

Version: 2026 - And Beyond (current)

Language Arts - Grade Three - 5010044

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.3.C.1.1:** Write in cursive all upper- and lowercase letters.

  Related Access Points
  - **ELA.3.C.1.AP.1:** Write cursive letters with a model.

- **ELA.3.C.1.2:** Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.3.C.1.AP.2:** Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending.

- **ELA.3.C.1.3:** Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.3.C.1.AP.3:** Write an opinion about a topic with one supporting reason and a conclusion.

- **ELA.3.C.1.4:** Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Related Access Points
  - **ELA.3.C.1.AP.4:** Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion.

- **ELA.3.C.1.5:** Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

  Clarifications:
  Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

Related Access Points

- **ELA.3.C.1.AP.5:** Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers.

- **ELA.3.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

  Clarifications:
  Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.

  Clarification 2: For further guidance, see the *Elementary Oral Communication Rubric*.

  Related Access Points

  - **ELA.3.C.2.AP.1:** Express information in a logical sequence, using nonverbal cues, using the student's mode of communication.

- **ELA.3.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:
  - Conjugate regular and irregular verb tenses.
  - Form and use regular and frequently occurring irregular plural nouns.
  - Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs.
  - Form and use irregular plural nouns.
  - Form and use the progressive and perfect verb tenses.
  - Use simple modifiers.
  - Use prepositions and prepositional phrases.
  - Form and use compound sentences.
  - Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.

  Skills to be implemented but not yet mastered are as follows:
  - Use subject-verb agreement with intervening clauses and phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Use conjunctions.
  - Use principal modals to indicate the mood of a verb.
  - Use appositives, main clauses, and subordinate clauses.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points

  - **ELA.3.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling.
    - Use interjections.
    - Use apostrophes to form contractions.

- Identify quotation marks with dialogue and direct quotations.

Identify prepositions and prepositional phrases.

- **ELA.3.C.4.1:** Conduct research to answer a question, organizing information about the topic from multiple sources.

  Clarifications:
  Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

  Related Access Points
  - **ELA.3.C.4.AP.1:** Participate in research to answer a question, organizing information about the topic from multiple sources.

- **ELA.3.C.5.1:** Use two or more multimedia elements to enhance oral or written tasks.

  Clarifications:
  Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

  Related Access Points
  - **ELA.3.C.5.AP.1:** Identify one or more multimedia elements to enhance oral and written tasks.

- **ELA.3.C.5.2:** Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

  Related Access Points
  - **ELA.3.C.5.AP.2:** Use digital writing tools individually or collaboratively to draft writing with support from adults.

- **ELA.3.F.1.3:** Use knowledge of grade-level phonics and word-analysis skills to decode words.
  a. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2)
  b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
  c. Decode multisyllabic words.

  Clarifications:
  Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

  Clarification 2: See Affixes and the Parts of Speech They Form.

  Related Access Points
  - **ELA.3.F.1.AP.3a:** Decode words with common Greek and Latin roots and affixes (see 3.V.1.2).
  - **ELA.3.F.1.AP.3b:** Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).
  - **ELA.3.F.1.AP.3c:** Decode multisyllabic words.

- **ELA.3.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

  Clarifications:
  Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
  Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
  Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points
  - **ELA.3.F.1.AP.4:** Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.

- **ELA.3.R.1.1:** Explain how one or more characters develop throughout the plot in a literary text.

  Clarifications:
  Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

  Related Access Points
  - **ELA.3.R.1.AP.1:** Identify how a character develops throughout the plot in a literary text.

- **ELA.3.R.1.2:** Explain a theme and how it develops, using details, in a literary text.

  Related Access Points
  - **ELA.3.R.1.AP.2:** Identify a theme and how it develops, using details, in a literary text.

- **ELA.3.R.1.3:** Explain different characters' perspectives in a literary text.

  Clarifications:
  Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

  Related Access Points
  - **ELA.3.R.1.AP.3:** Identify different characters' perspectives in a literary text.

- **ELA.3.R.1.4:** Identify types of poems: free verse, rhymed verse, haiku, and limerick.

  Clarifications:
  Clarification 1: For examples of these forms, see Appendix B.

  Related Access Points
  - **ELA.3.R.1.AP.4:** Identify poems with rhyme and poems without rhyme.

- **ELA.3.R.2.1:** Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

  Related Access Points
  - **ELA.3.R.2.AP.1:** Identify the text structures of chronological order, comparison and cause/effect in texts.

- **ELA.3.R.2.2:** Identify the central idea and explain how relevant details support that idea in a text.

Related Access Points

- **ELA.3.R.2.AP.2:** Identify the central idea and select relevant details that supports that idea in a text.

- **ELA.3.R.2.3:** Explain the development of an author's purpose in an informational text.

  Related Access Points

  - **ELA.3.R.2.AP.3:** Identify what evidence is included in an informational text that develops the author's purpose.

- **ELA.3.R.2.4:** Identify an author’s claim and explain how an author uses evidence to support the claim.

  Related Access Points

  - **ELA.3.R.2.AP.4:** Identify an author's claim and evidence used to support the claim.

- **ELA.3.R.3.1:** Identify and explain metaphors, personification, and hyperbole in text(s).

  Clarifications:
  Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.

  Clarification 2: See Elementary Figurative Language.

  Related Access Points

  - **ELA.3.R.3.AP.1:** Identify metaphors, personification and hyperbole in text(s).

- **ELA.3.R.3.2:** Summarize a text to enhance comprehension.
  a. Include plot and theme for a literary text.
  b. Use the central idea and relevant details for an informational text.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points

  - **ELA.3.R.3.AP.2a:** Identify the plot for a literary text using the student's mode of communication.
  - **ELA.3.R.3.AP.2b:** Identify the central idea and relevant details for an informational text using the student's mode of communication.

- **ELA.3.R.3.3:** Compare and contrast how two authors present information on the same topic or theme.

  Related Access Points

  - **ELA.3.R.3.AP.3:** Compare and contrast important information presented by two authors on the same topic or theme.

- **ELA.3.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.

  Clarifications:
  Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points

  - **ELA.3.V.1.AP.1:** Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

- **ELA.3.V.1.2:** Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

  Clarifications:
  Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

  Related Access Points
  - **ELA.3.V.1.AP.2:** Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level.

- **ELA.3.V.1.3:** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

  Clarifications:
  Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.
  Clarification 2: See Context Clues and Word Relationships.

  Clarification 3: See 3.R.3.1 and Elementary Figurative Language.

  Related Access Points
  - **ELA.3.V.1.AP.3:** Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words in appropriate to grade-level content at the student's ability level.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates

performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7710014

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LANG ART - 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 3

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Language Arts - Grade 4 (#7710015)

Version: 2026 - And Beyond (current)

Language Arts - Grade Four - 5010045

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.4.C.1.1:** Demonstrate legible cursive writing skills.

  Clarifications:
  Clarification 1: Students will produce cursive writing that can be consistently read by others.

  Related Access Points
  - **ELA.4.C.1.AP.1:** Write cursive letters.

- **ELA.4.C.1.2:** Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

  Clarifications:
  Clarification 1: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.

  Clarification 2: See Writing Types.

  Related Access Points
  - **ELA.4.C.1.AP.2:** Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending.

- **ELA.4.C.1.3:** Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Related Access Points
  - **ELA.4.C.1.AP.3:** Write a claim about a topic using evidence from a source with transitions.

- **ELA.4.C.1.4:** Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Related Access Points

- **ELA.4.C.1.AP.4:** Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions.

- **ELA.4.C.1.5:** Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

  Related Access Points
  - **ELA.4.C.1.AP.5:** Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.

- **ELA.4.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

  Clarifications:
  Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.

  Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

  Related Access Points
  - **ELA.4.C.2.AP.1:** Express information in a logical sequence, using nonverbal cues, using the student's mode of communication.

- **ELA.4.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:
  - Use subject-verb agreement with intervening clauses and phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Use conjunctions.

  Skills to be implemented but not yet mastered are as follows:
  - Use principal modals to indicate the mood of a verb.
  - Use appositives, main clauses, and subordinate clauses.
  - Recognize and correct inappropriate shifts in tense and number.
  - Use conjunctions correctly to join words and phrases in a sentence.
  - Use verbals including gerunds, infinitives, and participial phrases.
  - Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points
  - **ELA.4.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling.
    - Identify and use prepositions and prepositional phrases.
    - Maintain consistent verb tense within a paragraph.

- **ELA.4.C.4.1:** Conduct research to answer a question, organizing information about the topic and using multiple valid sources.

  Clarifications:
  Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

  Related Access Points
  - **ELA.4.C.4.AP.1:** Participate in research to answer a question, organizing information about the topic, using provided valid sources.

- **ELA.4.C.5.1:** Arrange multimedia elements to create emphasis in oral or written tasks.

  Clarifications:
  Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.

  Related Access Points
  - **ELA.4.C.5.AP.1:** Use one or more multimedia elements to create emphasis in oral or written tasks.

- **ELA.4.C.5.2:** Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

  Related Access Points
  - **ELA.4.C.5.AP.2:** Use digital writing tools individually or collaboratively to draft and revise writing with support from adults.

- **ELA.4.F.1.3:**

  Use knowledge of grade-level phonics and word-analysis skills to decode words.

  a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

  Clarifications:

  Clarification 1: At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text, but will struggle with fluency and comprehension. As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).

Related Access Points

- **ELA.4.F.1.AP.3a:** Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context.

- **ELA.4.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

  Clarifications:
  Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

  Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

  Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

  Related Access Points

  - **ELA.4.F.1.AP.4:** Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.

- **ELA.4.R.1.1:** Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

  Related Access Points

  - **ELA.4.R.1.AP.1:** Show how setting, events, conflict and character development relate to the plot in a literary text.

- **ELA.4.R.1.2:** Explain a stated or implied theme and how it develops, using details, in a literary text.

  Clarifications:
  Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

  Related Access Points

  - **ELA.4.R.1.AP.2:** Identify a stated theme and how it develops, using details, in a literary text.

- **ELA.4.R.1.3:** Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.

  Clarifications:
  Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

  Related Access Points

  - **ELA.4.R.1.AP.3:** Identify the narrator's point of view and character perspective in a literary text.

- **ELA.4.R.1.4:** Explain how rhyme and structure create meaning in a poem.

  Related Access Points

- **ELA.4.R.1.AP.4:** Identify repeated words, rhyme or phrases that create meaning in a poem.

- **ELA.4.R.2.1:** Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.

  Related Access Points
  - **ELA.4.R.2.AP.1:** Identify the text structures of problem/solution, sequence, description and how they contribute meaning in texts.

- **ELA.4.R.2.2:** Explain how relevant details support the central idea, implied or explicit.

  Related Access Points
  - **ELA.4.R.2.AP.2:** Identify relevant details that support an explicit central idea.

- **ELA.4.R.2.3:** Explain an author's perspective toward a topic in an informational text.

  Clarifications:
  Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

  Related Access Points
  - **ELA.4.R.2.AP.3:** Explain an author's perspective toward a topic in an informational text.

- **ELA.4.R.2.4:** Explain an author's claim and the reasons and evidence used to support the claim.

  Related Access Points
  - **ELA.4.R.2.AP.4:** Identify an author's claim by selecting evidence and a reason used to support the claim.

- **ELA.4.R.3.1:** Explain how figurative language contributes to meaning in text(s).

  Clarifications:
  Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

  Clarification 2: See Elementary Figurative Language.

  Related Access Points
  - **ELA.4.R.3.AP.1:** Identify examples of when figurative language is used to contribute to meaning in text(s).

- **ELA.4.R.3.2:** Summarize a text to enhance comprehension.
  a. Include plot and theme for a literary text.
  b. Include the central idea and relevant details for an informational text.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points
  - **ELA.4.R.3.AP.2a:** Identify the plot and theme for a literary text using the student's mode of communication.
  - **ELA.4.R.3.AP.2b:** Identify the central idea and relevant details for an informational text using the student's mode of communication.

- **ELA.4.R.3.3:** Compare and contrast accounts of the same event using primary and/or secondary sources.

  Clarifications:
  Clarification 1: Introduce the terms primary sources and secondary sources.

  Related Access Points
  - **ELA.4.R.3.AP.3:** Compare a primary and secondary source on the same event.

- **ELA.4.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.

  Clarifications:
  Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

  Related Access Points
  - **ELA.4.V.1.AP.1:** Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

- **ELA.4.V.1.2:** Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

  Clarifications:
  Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

  Related Access Points
  - **ELA.4.V.1.AP.2:** Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level.

- **ELA.4.V.1.3:** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

  Clarifications:
  Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

  Clarification 2: See Context Clues and Word Relationships.

  Clarification 3: See 4.R.3.1 and Elementary Figurative Language.

  Related Access Points
  - **ELA.4.V.1.AP.3:** Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases in appropriate to grade-level content at the student's ability level with guidance and support.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7710015

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LANG ART - 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 4

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
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- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
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- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

Access Language Arts - Grade 5 (#7710016)

Version: 2026 - And Beyond (current)

Language Arts - Grade Five - 5010046

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELA.5.C.1.1:** Demonstrate fluent and legible cursive writing skills.

  Clarifications:
  Clarification 1: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.

  Related Access Points
  - **ELA.5.C.1.AP.1:** Write cursive letters with adequate spacing.

- **ELA.5.C.1.2:** Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

  Clarifications:
  Clarification 1: See Writing Types.

  Related Access Points
  - **ELA.5.C.1.AP.2:** Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending.

- **ELA.5.C.1.3:** Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Related Access Points
  - **ELA.5.C.1.AP.3:** Make a claim about a topic using evidence from sources and an organizational structure with transitions.

- **ELA.5.C.1.4:** Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

  Clarifications:
  Clarification 1: See Writing Types and Elaborative Techniques.

  Related Access Points
  - **ELA.5.C.1.AP.4:** Write an expository text about a topic, using multiple sources and an organizational structure with transitions.

- **ELA.5.C.1.5:** Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

  Related Access Points
  - **ELA.5.C.1.AP.5:** Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.

- **ELA.5.C.2.1:**

  Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

  Clarifications:

  Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. This element will also help students address the nervousness that may make them speak too fast during presentations.

  Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

  Related Access Points
  - **ELA.5.C.2.AP.1:** Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student's mode of communication.

- **ELA.5.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

  Clarifications:
  Clarification 1: Skills to be mastered at this grade level are as follows:
  - Use principal modals to indicate the mood of a verb.
  - Use appositives, main clauses, and subordinate clauses.
  - Recognize and correct inappropriate shifts in tense and number.
  - Use conjunctions correctly to join words and phrases in a sentence.

  Skills to be implemented but not yet mastered are as follows:
  - Use verbals including gerunds, infinitives, and participial phrases.
  - Use comparative and superlative forms of adjectives.
  - Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.
  - Vary sentence structure.

  Clarification 2: See Convention Progression by Grade Level for more information.

  Related Access Points
  - **ELA.5.C.3.AP.1:** Follow the rules of standard English grammar, punctuation, capitalization and spelling.

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Identify main and subordinate clauses.

- **ELA.5.C.4.1:** Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

  Clarifications:
  Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

  Related Access Points
  - **ELA.5.C.4.AP.1:** Participate in research to answer a question, organizing information about the topic, using provided reliable and valid sources.

- **ELA.5.C.5.1:** Arrange multimedia elements to create emphasis in oral or written tasks.

  Clarifications:
  Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

  Related Access Points
  - **ELA.5.C.5.AP.1:** Use one or more multimedia elements to create emphasis in oral or written tasks.

- **ELA.5.C.5.2:** Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

  Related Access Points
  - **ELA.5.C.5.AP.2:** Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults.

- **ELA.5.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
  a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

  Related Access Points
  - **ELA.5.F.1.AP.3a:** Apply knowledge of letter-sound correspondences, syllabication patterns and morphology to read and form familiar single-syllable and multisyllabic words in context.

- **ELA.5.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Clarifications:
Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Related Access Points

- **ELA.5.F.1.AP.4:** Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.

- **ELA.5.R.1.1:** Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

  Related Access Points

  - **ELA.5.R.1.AP.1:** Explain how setting, events, conflict and characterization contribute to the plot in a literary text.

- **ELA.5.R.1.2:** Explain the development of stated or implied theme(s) throughout a literary text.

  Clarifications:
  Clarification 1: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

  Related Access Points

  - **ELA.5.R.1.AP.2:** Show the development of a stated or implied theme in a literary text.

- **ELA.5.R.1.3:** Describe how an author develops a character’s perspective in a literary text.

  Clarifications:
  Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.”

  Related Access Points

  - **ELA.5.R.1.AP.3:** Identify a character's perspective at different points in a literary text.

- **ELA.5.R.1.4:** Explain how figurative language and other poetic elements work together in a poem.

  Clarifications:
  Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.

  Related Access Points

  - **ELA.5.R.1.AP.4:** Explain how figurative language and imagery work together in a poem.

- **ELA.5.R.2.1:** Explain how text structures and/or features contribute to the overall meaning of texts.

  Clarifications:
  Clarification 1: For more information, see Text Structures and Text Features.

Related Access Points

- **ELA.5.R.2.AP.1:** Show how text structures and/or features contribute to the overall meaning of texts.

- **ELA.5.R.2.2:** Explain how relevant details support the central idea(s), implied or explicit.

  Related Access Points

  - **ELA.5.R.2.AP.2:** Identify relevant details that support a central idea, implied or explicit.

- **ELA.5.R.2.3:** Analyze an author's purpose and/or perspective in an informational text.

  Clarifications:
  Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

  Related Access Points

  - **ELA.5.R.2.AP.3:** Identify an author's purpose and perspective in an informational text.

- **ELA.5.R.2.4:** Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

  Clarifications:
  Clarification 1: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.

  Related Access Points

  - **ELA.5.R.2.AP.4:** Sequence the development of an argument.

- **ELA.5.R.3.1:** Analyze how figurative language contributes to meaning in text(s).

  Related Access Points

  - **ELA.5.R.3.AP.1:** Identify examples of when figurative language is used to contribute to meaning in text(s).

- **ELA.5.R.3.2:** Summarize a text to enhance comprehension.
  a. Include plot and theme for a literary text.
  b. Include the central idea and relevant details for an informational text.

  Clarifications:
  Clarification 1: Most grade-level texts are appropriate for this benchmark.

  Related Access Points

  - **ELA.5.R.3.AP.2a:** Identify the plot and theme for a literary text using the student's mode of communication.
  - **ELA.5.R.3.AP.2b:** Identify the central idea and relevant details for an informational text using the student's mode of communication.

- **ELA.5.R.3.3:** Compare and contrast primary and secondary sources related to the same topic.

  Related Access Points

  - **ELA.5.R.3.AP.3:** Compare and contrast important details from primary and secondary sources on the same topic.

- **ELA.5.V.1.1:** Use grade-level academic vocabulary appropriately in speaking and writing.

  Clarifications:
  Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear

across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Related Access Points

- **ELA.5.V.1.AP.1:** Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

- **ELA.5.V.1.2:** Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.

  Clarifications:
  Clarification 1: See Common Greek and Latin Roots 3-5.

  Related Access Points

  - **ELA.5.V.1.AP.2:** Apply knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level with guidance and support.

- **ELA.5.V.1.3:**

  Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

  Clarifications:

  Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

  Clarification 2: See Context Clues and Word Relationships.

  Clarification 3: See 5.R.3.1 and Elementary Figurative Language.

  Related Access Points

  - **ELA.5.V.1.AP.3:** Identify and use picture clues, context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade-level content at the student's ability level with guidance and support.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.LA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7710016

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS LANG ART - 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Grade Level(s): 5

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades English (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

Access Mathematics - Grade Kindergarten (#7712015)

Version: 2022 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.K.AR.1.1:** For any number from 1 to 9, find the number that makes 10 when added to the given number.

  Clarifications:
  Clarification 1: Instruction includes creating a ten using manipulatives, number lines, models and drawings.

  Related Access Points
  - **MA.K.AR.1.AP.1:** For any number from 1 to 9, use objects to find the number that makes 10 when added to the given number.

- **MA.K.AR.1.2:** Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

  Clarifications:
  Clarification 1: Instruction includes the exploration of finding possible pairs to make a sum using manipulatives, objects, drawings and expressions; and understanding how the different representations are related to each other.

  Related Access Points
  - **MA.K.AR.1.AP.2:** Given a number from 0 to 5, find the different ways it can be represented as the sum of two numbers.

- **MA.K.AR.1.3:**

  Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

  Clarifications:

  Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

  Clarification 2: Students are not expected to independently read word problems.

  Clarification 3: Addition and subtraction are limited to sums within 10 and related subtraction facts. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points

- **MA.K.AR.1.AP.3:** Solve addition and subtraction real-world problems within 5 using objects, drawings or equations to represent the problem.

- **MA.K.AR.2.1:**

  Explain why addition or subtraction equations are true using objects or drawings.

  Clarifications:

  Clarification 1: Instruction focuses on the understanding of the equal sign.

  Clarification 2: Problem types are limited to an equation with two or three terms. The sum or difference can be on either side of the equal sign.

  Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts.

  Related Access Points
  - **MA.K.AR.2.AP.1:** Show that an addition or subtraction equation within 5 is true using objects or drawings.

- **MA.K.DP.1.1:** Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.

  Clarifications:
  Clarification 1: Instruction focuses on supporting work in counting.

  Clarification 2: Instruction includes geometric figures that can be categorized using their defining attributes.

  Clarification 3: Within this benchmark, it is not the expectation for students to construct formal representations or graphs on their own.

  Related Access Points
  - **MA.K.DP.1.AP.1:** 1 Sort objects by characteristic (e.g., size, shape or color). Count the objects in each category and report the results.

- **MA.K.GR.1.1:** Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

  Clarifications:
  Clarification 1: Instruction includes a wide variety of circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.
  Clarification 2: Instruction includes a variety of non-examples that lack one or more defining attributes.
  Clarification 3: Two-dimensional figures can be either filled, outlined or both.

  Related Access Points
  - **MA.K.GR.1.AP.1:** Identify two- and three-dimensional figures regardless of their size. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

- **MA.K.GR.1.2:** Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.

Clarifications:
Clarification 1: Instruction includes exploring figures in a variety of sizes and orientations.

Clarification 2: Instruction focuses on using informal language to describe relative positions and the similarities or differences between figures when comparing and sorting.

Related Access Points

- **MA.K.GR.1.AP.2a:** Sort two-dimensional figures based on their similarities. Figures are limited to circles, triangles, rectangles and squares.
- **MA.K.GR.1.AP.2b:** Use informal spatial language to describe the relative positions of two-dimensional figures (e.g., above, below, beside, next to, under).

- **MA.K.GR.1.3:** Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.

  Clarifications:
  Clarification 1: Instruction includes exploring figures in a variety of sizes and orientations.

  Clarification 2: Instruction focuses on using informal language to describe relative positions and the similarities or differences between figures when comparing and sorting.

  Related Access Points

  - **MA.K.GR.1.AP.3a:** Sort three-dimensional figures based on their similarities. Figures are limited to spheres, cubes, cones and cylinders.
  - **MA.K.GR.1.AP.3b:** Use informal spatial language to describe the relative positions of three-dimensional figures (e.g., above, below, beside, next to, under).

- **MA.K.GR.1.4:** Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

  Related Access Points

  - **MA.K.GR.1.AP.4:** Explore real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

- **MA.K.GR.1.5:** Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.

  Clarifications:
  Clarification 1: This benchmark is intended to develop the understanding of spatial relationships.

  Related Access Points

  - **MA.K.GR.1.AP.5:** Recognize that a different figure can be formed by combining two smaller two-dimensional figures. Figures used to form a composite shape are limited to triangles, rectangles and squares.

- **MA.K.M.1.1:** Identify the attributes of a single object that can be measured such as length, volume or weight.

  Clarifications:
  Clarification 1: Within this benchmark, measuring is not required.

  Related Access Points

- **MA.K.M.1.AP.1:** Explore the attributes of a single object that can be measured such as length or weight.

- **MA.K.M.1.2:** Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.

  Clarifications:
  Clarification 1: To directly compare length, objects are placed next to each other with one end of each object lined up to determine which one is longer.

  Clarification 2: Language to compare length includes short, shorter, long, longer, tall, taller, high or higher. Language to compare volume includes has more, has less, holds more, holds less, more full, less full, full, empty, takes up more space or takes up less space. Language to compare weight includes heavy, heavier, light, lighter, weighs more or weighs less.

  Related Access Points
  - **MA.K.M.1.AP.2:** Directly compare two objects to determine which is longer/shorter or heavier/lighter.

- **MA.K.M.1.3:** Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.

  Clarifications:
  Clarification 1: Non-standard units of measurement are units that are not typically used, such as paper clips or colored tiles. To measure with non-standard units, students lay multiple copies of the same object end to end with no gaps or overlaps. The length is shown by the number of objects needed.

  Related Access Points
  - **MA.K.M.1.AP.3:** Express the length of an object, up to 10 units long, as a whole number of lengths using non-standard objects laid end to end with no gaps or overlaps.

- **MA.K.NSO.1.1:** Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

  Clarifications:
  Clarification 1: Instruction focuses on developing an understanding of cardinality and one-to-one correspondence.

  Clarification 2: Instruction includes counting objects and pictures presented in a line, rectangular array, circle or scattered arrangement. Objects presented in a scattered arrangement are limited to 10.

  Clarification 3: Within this benchmark, the expectation is not to write the number in word form.

  Related Access Points
  - **MA.K.NSO.1.AP.1:** Given a group of up to 10 objects, count the number of objects in that group and represent the number by identifying the written numeral. Express the number of objects in a rearrangement of that group without recounting.

- **MA.K.NSO.1.2:** Given a number from 0 to 20, count out that many objects.

  Clarifications:
  Clarification 1: Instruction includes giving a number verbally or with a written numeral.

  Related Access Points

- **MA.K.NSO.1.AP.2:** Given a number from 0 to 10, count out that many objects.

- **MA.K.NSO.1.3:** Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”

  Clarifications:
  Clarification 1: Instruction includes the understanding that rearranging a group of objects does not change the total number of objects but may change the order of an object in that group.

  Related Access Points
  - **MA.K.NSO.1.AP.3:** Identify the "first," "second" or "third" object within a sequence.

- **MA.K.NSO.1.4:** Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

  Clarifications:
  Clarification 1: Instruction focuses on matching, counting and the connection to addition and subtraction.

  Clarification 2: Within this benchmark, the expectation is not to use the relational symbols =,> or <.

  Related Access Points
  - **MA.K.NSO.1.AP.4:** Compare the number of objects from 0 to 10 in two groups to determine which group is greater or less, or if the number of objects in the two groups are equal.

- **MA.K.NSO.2.1:** Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

  Clarifications:
  Clarification 1: When counting forward by ones, students are to say the number names in the standard order and understand that each successive number refers to a quantity that is one larger. When counting backward, students are to understand that each succeeding number in the count sequence refers to a quantity that is one less.

  Clarification 2: Within this benchmark, the expectation is to recognize and count to 100 by the end of Kindergarten.

  Related Access Points
  - **MA.K.NSO.2.AP.1:** Express number names from 1 to 100 by ones and from 10 to 100 by tens. Starting at a given number, count forward to 20 and backwards within 10.

- **MA.K.NSO.2.2:** Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

  Related Access Points
  - **MA.K.NSO.2.AP.2:** Represent whole numbers from 10 to 19, using one group of 10 ones and some further ones, with objects, drawings or verbalization.

- **MA.K.NSO.2.3:** Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to use the relational symbols =,> or <.
  Clarification 2: When comparing numbers from 0 to 20, both numbers are plotted on the

same number line.
Clarification 3: When locating numbers on the number line, the expectation includes filling in a missing number by counting from left to right on the number line.

Related Access Points

- **MA.K.NSO.2.AP.3:** Locate and compare two numbers from 0 to 10 to determine which number is less than, equal to or greater than the other number.

- **MA.K.NSO.3.1:** Explore addition of two whole numbers from 0 to 10, and related subtraction facts.

  Clarifications:
  Clarification 1: Instruction includes objects, fingers, drawings, number lines and equations.

  Clarification 2: Instruction focuses on the connection that addition is “putting together” or “counting on” and that subtraction is “taking apart” or “taking from.” Refer to Situations Involving Operations with Numbers (Appendix A).

  Clarification 3: Within this benchmark, it is the expectation that one problem can be represented in multiple ways and understanding how the different representations are related to each other.

  Related Access Points

  - **MA.K.NSO.3.AP.1:** Explore addition and subtraction of two whole numbers within 5 using objects.

- **MA.K.NSO.3.2:** Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.

  Clarifications:
  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

  Related Access Points

  - **MA.K.NSO.3.AP.2:** Apply a strategy for adding and subtracting two one-digit whole numbers to solve within 5.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.

- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/ma.pdf.

General Information

Course Number: 7712015

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH GRADE K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Mathematics Grade 1 (#7712020)

Version: 2022 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.1.AR.1.1:**

  Apply properties of addition to find a sum of three or more whole numbers.

  Clarifications:

  Clarification 1: Within this benchmark, the expectation is to apply the associative and commutative properties of addition. It is not the expectation to name the properties or use parentheses. Refer to Properties of Operations, Equality and Inequality (Appendix D).

  Clarification 2: Instruction includes emphasis on using the properties to make a ten when adding three or more numbers.

  Clarification 3: Addition is limited to sums within 20.

  Related Access Points
  - **MA.1.AR.1.AP.1:** Apply the commutative property of addition to find a sum of two whole numbers within 20.

- **MA.1.AR.1.2:** Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

  Clarifications:
  Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.
  Clarification 2: Students are not expected to independently read word problems.
  Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points
  - **MA.1.AR.1.AP.2:** Solve addition and subtraction real-world problems within 10 using objects, drawings or equations to represent the problem.

- **MA.1.AR.2.1:** Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

  Clarifications:
  Clarification 1: Addition and subtraction are limited to sums within 20 and related subtraction facts.

Related Access Points

- **MA.1.AR.2.AP.1:** Use the relationship between addition and subtraction to explore subtraction as addition with a missing addend.

- **MA.1.AR.2.2:**

  Determine and explain if equations involving addition or subtraction are true or false.

  Clarifications:

  Clarification 1: Instruction focuses on understanding of the equal sign.

  Clarification 2: Problem types are limited to an equation with no more than four terms. The sum or difference can be on either side of the equal sign.

  Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts.

  Related Access Points

  - **MA.1.AR.2.AP.2:** Determine if addition or subtraction equations (with no more than three terms) are true or false. Sums may not exceed 10 and their related subtraction facts.

- **MA.1.AR.2.3:** Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

  Clarifications:
  Clarification 1: Instruction begins the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter.

  Clarification 2: Problems include the unknown on either side of the equal sign.

  Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points

  - **MA.1.AR.2.AP.3:** Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the result unknown (e.g., 8 − 2 = __, __ = 7 + 3). Sums may not exceed 10 and their related subtraction facts.

- **MA.1.DP.1.1:** Collect data into categories and represent the results using tally marks or pictographs.

  Clarifications:
  Clarification 1: Instruction includes connecting tally marks to counting by 5s.

  Clarification 2: Data sets include geometric figures that are categorized using their defining attributes and data from the classroom or school.

  Clarification 3: Pictographs are limited to single-unit scales.

  Related Access Points

  - **MA.1.DP.1.AP.1:** Sort data into two categories and represent the results using tally marks or pictographs.

- **MA.1.DP.1.2:** Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.

Clarifications:
Clarification 1: Instruction focuses on the connection to addition and subtraction when calculating the total and comparing, respectively.

Related Access Points

- **MA.1.DP.1.AP.2:** Interpret data represented with tally marks or pictographs to determine how many in each category and compare the values of two categories of data in terms of more or less.

- **MA.1.FR.1.1:** Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.

  Clarifications:
  Clarification 1: This benchmark does not require writing the equal sized parts as a fraction with a numerator and denominator.

  Related Access Points

  - **MA.1.FR.1.AP.1:** Partition circles and rectangles into two and four equal-sized parts. Recognize the parts of the whole as halves or fourths.

- **MA.1.GR.1.1:** Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

  Clarifications:
  Clarification 1: Instruction focuses on the defining attributes of a figure: whether it is closed or not; number of vertices, sides, edges or faces; and if it contains straight, curved or equal length sides or edges.

  Clarification 2: Instruction includes figures given in a variety of sizes, orientations and non-examples that lack one or more defining attributes.

  Clarification 3: Within this benchmark, the expectation is not to sort a combination of two- and three-dimensional figures at the same time or to define the attributes of trapezoids.

  Clarification 4: Instruction includes using formal and informal language to describe the defining attributes of figures when comparing and sorting.

  Related Access Points

  - **MA.1.GR.1.AP.1:** Sort and identify two- or three-dimensional figures based on their defining attributes. (e.g., number of sides, vertices, edges, faces, etc., rather than color, orientation or size). Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

- **MA.1.GR.1.2:** Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.

  Related Access Points

  - **MA.1.GR.1.AP.2:** Produce two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles and squares.

- **MA.1.GR.1.3:** Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.

  Clarifications:
  Clarification 1: Instruction focuses on the understanding of spatial relationships relating to

part-whole, and on the connection to breaking apart numbers and putting them back together.

Clarification 2: Composite figures are composed without gaps or overlaps.

Clarification 3: Within this benchmark, it is not the expectation to compose two- and three-dimensional figures at the same time.

Related Access Points

- **MA.1.GR.1.AP.3:** Recognize that different figures can be formed by putting together smaller two- or three-dimensional figures and that smaller figures can be formed by taking apart larger two- or three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.

- **MA.1.GR.1.4:** Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

  Related Access Points

  - **MA.1.GR.1.AP.4:** Explore real-world objects with parts that can be modeled by a given two- or three-dimensional figure. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

- **MA.1.M.1.1:** Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.

  Clarifications:
  Clarification 1: Instruction emphasizes measuring from the zero point of the ruler. The markings on the ruler indicate the unit of length by marking equal distances with no gaps or overlaps.

  Clarification 2: When estimating length, the expectation is to give a reasonable number of inches for the length of a given object.

  Related Access Points

  - **MA.1.M.1.AP.1a:** Use a ruler to measure the length of an object with exact whole units to the nearest inch.
  - **MA.1.M.1.AP.1b:** Explore familiar objects that can be used to develop a mental measurement benchmark to understand the relative size of an inch.

- **MA.1.M.1.2:** Compare and order the length of up to three objects using direct and indirect comparison.

  Clarifications:
  Clarification 1: When directly comparing objects, the objects can be placed side by side or they can be separately measured in the same units and the measurements can be compared.

  Clarification 2: Two objects can be compared indirectly by directly comparing them to a third object.

  Related Access Points

  - **MA.1.M.1.AP.2:** Compare and order the length of up to three objects using direct comparison.

- **MA.1.M.2.1:** Using analog and digital clocks, tell and write time in hours and half-hours.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to understand military time or to use a.m. or p.m.

  Clarification 2: Instruction includes the connection to partitioning circles into halves and to semi-circles.

  Related Access Points
  - **MA.1.M.2.AP.1:** Using analog and digital clocks, express the time in hours.

- **MA.1.M.2.2:** Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.

  Clarifications:
  Clarification 1: Instruction includes the recognition of both sides of a coin.

  Clarification 2: Within this benchmark, the expectation is not to use decimal values.

  Related Access Points
  - **MA.1.M.2.AP.2:** Identify the names and values of pennies, nickels, dimes and quarters.

- **MA.1.M.2.3:** Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to $100. Use the ¢ and $ symbols appropriately.

  Clarifications:
  Clarification 1: Instruction includes the identification of a one, five and ten-dollar bill and the computation of the value of combinations of pennies, nickels and dimes or one, five and ten dollar bills.

  Clarification 2: Instruction focuses on the connection to place value and skip counting.

  Clarification 3: Within this benchmark, the expectation is not to use decimal values or to find the value of a combination of coins and dollars.

  Related Access Points
  - **MA.1.M.2.AP.3a:** Find the value of a group of only pennies, only nickels or only dimes up to $1.
  - **MA.1.M.2.AP.3b:** Find the value of a group of only one-, only five- or only ten-dollar bills up to $100.

- **MA.1.NSO.1.1:**

  Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

  Clarifications:

  Clarification 1: Instruction focuses on the connection to addition as “counting on” and subtraction as “counting back”.

  Clarification 2: Instruction also focuses on the recognition of patterns within skip counting which helps build a foundation for multiplication in later grades.

Clarification 3: Instruction includes recognizing counting sequences using visual charts, such as a 120 chart, to emphasize base 10 place value.

Related Access Points

- **MA.1.NSO.1.AP.1:** Starting at a given number, count forward within 100 and backwards within 20 by ones. Skip count by 5s from 5 to 100.

- **MA.1.NSO.1.2:** Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.

  Related Access Points

  - **MA.1.NSO.1.AP.2:** Read numbers from 0 to 20 written in standard form and expanded form. Generate numbers from 0 to 20 using standard form.

- **MA.1.NSO.1.3:**

  Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

  Related Access Points

  - **MA.1.NSO.1.AP.3:** Compose and decompose numbers up to 20 using tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations.

- **MA.1.NSO.1.4:** Plot, order and compare whole numbers up to 100.

  Clarifications:
  Clarification 1: When comparing numbers, instruction includes using a number line and using place values of the tens and ones digits.

  Clarification 2: Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<, > or =).

  Related Access Points

  - **MA.1.NSO.1.AP.4:** Order (e.g., 5, 9, 13) and compare (e.g., 11 < 19) whole numbers up to 20.

- **MA.1.NSO.2.1:** Recall addition facts with sums to 10 and related subtraction facts with automaticity.

  Related Access Points

  - **MA.1.NSO.2.AP.1:** Recall addition facts with sums to 5 and related subtraction facts.

- **MA.1.NSO.2.2:** Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

  Clarifications:
  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

  Clarification 2: Instruction includes situations involving adding to, putting together, comparing and taking from.

  Related Access Points

  - **MA.1.NSO.2.AP.2:** Apply a strategy for adding and subtracting two one-digit whole numbers to solve within 10.

- **MA.1.NSO.2.3:** Identify the number that is one more, one less, ten more and ten less than a given two-digit number.

  Related Access Points
  - **MA.1.NSO.2.AP.3:** Identify the number that is one more and one less than a given number within 20.

- **MA.1.NSO.2.4:** Explore the addition of a two-digit number and a one-digit number with sums to 100.

  Clarifications:
  Clarification 1: Instruction focuses on combining ones and tens and composing new tens from ones, when needed.

  Clarification 2: Instruction includes the use of manipulatives, number lines, drawings or models.

  Related Access Points
  - **MA.1.NSO.2.AP.4:** Explore the addition of a two-digit number from 11 to 19 and a one-digit number.

- **MA.1.NSO.2.5:** Explore subtraction of a one-digit number from a two-digit number.

  Clarifications:
  Clarification 1: Instruction focuses on utilizing the number line as a tool for subtraction through “counting on” or “counting back”. The process of counting on highlights subtraction as a missing addend problem.

  Clarification 2: Instruction includes the use of manipulatives, drawings or equations to decompose tens and regroup ones, when needed.

  Related Access Points
  - **MA.1.NSO.2.AP.5:** Explore subtraction of a one-digit number from a two-digit number from 11 to 19.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.

- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.

- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7712020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
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- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
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- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
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- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
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Access Mathematics Grade 2 (#7712030)

Version: 2022 - And Beyond (current)

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.2.AR.1.1:** Solve one- and two-step addition and subtraction real-world problems.

  Clarifications:
  Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

  Clarification 2: Problems include creating real-world situations based on an equation.

  Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points
  - **MA.2.AR.1.AP.1:** Determine if addition or subtraction equations with no more than three terms are true or false. Sums may not exceed 20 and their related subtraction facts.

- **MA.2.AR.2.1:**

  Determine and explain whether equations involving addition and subtraction are true or false.

  Clarifications:

  Clarification 1: Instruction focuses on understanding of the equal sign.

  Clarification 2: Problem types are limited to an equation with three or four terms. The sum or difference can be on either side of the equal sign.

  Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences.

  Related Access Points
  - **MA.2.AR.2.AP.1:** Determine if addition or subtraction equations with no more than three terms are true or false. Sums may not exceed 20 and their related subtraction facts.

- **MA.2.AR.2.2:** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.

  Clarifications:
  Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter.

Clarification 2: Problems include having the unknown on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences. Refer to Situations Involving Operations with Numbers (Appendix A).

Related Access Points

- **MA.2.AR.2.AP.2:** Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the change or result unknown (e.g., 7 + __ = 10, 10 − 3= __). Sums may not exceed 20 and their related subtraction facts.

- **MA.2.AR.3.1:** Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.

  Clarifications:
  Clarification 1: Instruction focuses on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place.

  Clarification 2: Addends are limited to whole numbers less than or equal to 12.

  Related Access Points

  - **MA.2.AR.3.AP.1:** Explore the concept of odd and even by pairing objects to represent an even number using two equal groups or represent an odd number by using two equal groups with one left over. Group of objects may not exceed 20.

- **MA.2.AR.3.2:** Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.

  Clarifications:
  Clarification 1: Instruction includes making a connection between arrays and repeated addition, which builds a foundation for multiplication.

  Clarification 2: The total number of objects is limited to 25.

  Related Access Points

  - **MA.2.AR.3.AP.2:** Explore using repeated addition to find the total number of objects represented in a collection of equal groups (e.g., 3 groups of 2 objects) or in a rectangular array (e.g., 3 rows of 2 objects). Total objects may not exceed 20.

- **MA.2.DP.1.1:** Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.

  Clarifications:
  Clarification 1: Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.

  Related Access Points

  - **MA.2.DP.1.AP.1:** Sort data into up to three categories and represent the results using tally marks, tables, pictographs or bar graphs. Align data with given title, labels and units.

- **MA.2.DP.1.2:** Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

  Clarifications:
  Clarification 1: Addition and subtraction problems are limited to whole numbers with sums within 100 and related differences.

Clarification 2: Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.

Related Access Points

- **MA.2.DP.1.AP.2:** Interpret data represented with tally marks, tables, pictographs or bar graphs to solve one-step put-together and take-apart problems. Pictograph symbols and bar graph intervals may only represent a quantity of 1.

- **MA.2.FR.1.1:** Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to write the equal-sized parts as a fraction with a numerator and denominator.

  Clarification 2: Problems include mathematical and real-world context.

  Related Access Points

  - **MA.2.FR.1.AP.1:** Partition rectangles into two or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.

- **MA.2.FR.1.2:** Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.

  Related Access Points

  - **MA.2.FR.1.AP.1:** Partition rectangles into two or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.

- **MA.2.GR.1.1:** Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation includes the use of rulers and straight edges.

  Related Access Points

  - **MA.2.GR.1.AP.1:** Identify and produce two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, hexagons and squares.

- **MA.2.GR.1.2:** Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.

  Clarifications:
  Clarification 1: Instruction focuses on using formal and informal language to describe defining attributes when categorizing.

  Related Access Points

  - **MA.2.GR.1.AP.2:** Sort two-dimensional figures based on the number of sides, number of vertices, whether they are closed or open and whether the sides are curved or straight.

- **MA.2.GR.1.3:** Identify line(s) of symmetry for a two-dimensional figure.

  Clarifications:
  Clarification 1: Instruction focuses on the connection between partitioning two-dimensional figures and symmetry.

Clarification 2: Problem types include being given an image and determining whether a given line is a line of symmetry or not.

Related Access Points

- **MA.2.GR.1.AP.3:** Identify a line of symmetry for a two-dimensional figure.

- **MA.2.GR.2.1:** Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.

  Clarifications:
  Clarification 1: Instruction emphasizes the conceptual understanding that perimeter is an attribute that can be measured for a two-dimensional figure.

  Clarification 2: Instruction includes real-world objects, such as picture frames or desktops.

  Related Access Points

  - **MA.2.GR.2.AP.1:** Explore perimeter as an attribute of a figure that can be measured by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.

- **MA.2.GR.2.2:**

  Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.

  Clarifications:

  Clarification 1: Instruction includes the connection to the associative and commutative properties of addition. Refer to Properties of Operations, Equality and Inequality (Appendix D).

  Clarification 2: Within this benchmark, the expectation is not to use a formula to find perimeter.

  Clarification 3: Instruction includes cases where the side lengths are given or measured to the nearest unit.

  Clarification 4: Perimeter cannot exceed 100 units and responses include the appropriate units.

  Related Access Points

  - **MA.2.GR.2.AP.2:** Find the perimeter of a polygon with whole-number side lengths given. Polygons are limited to triangles, rectangles and squares.

- **MA.2.M.1.1:** Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.

  Clarifications:
  Clarification 1: Instruction includes seeing rulers and tape measures as number lines.

  Clarification 2: Instruction focuses on recognizing that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units, measurement conversions are not expected.

  Clarification 3: When estimating the size of an object, a comparison with an object of known size can be used.

Related Access Points

- **MA.2.M.1.AP.1a:** Measure the length of an object to the nearest inch, foot and or yard when given the appropriate tool.
- **MA.2.M.1.AP.1b:** Explore estimation strategies by developing measurement benchmarks of familiar objects that could be used to make reasonable estimates of length to the nearest inch, foot, or yard.

- **MA.2.M.1.2:** Measure the lengths of two objects using the same unit and determine the difference between their measurements.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is to measure objects to the nearest inch, foot, yard, centimeter or meter.

  Related Access Points

  - **MA.2.M.1.AP.2:** Measure the lengths of two objects using the same unit (i.e., inch, foot, yard) and determine the difference between their measurements.

- **MA.2.M.1.3:** Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.

  Clarifications:
  Clarification 1: Addition and subtraction problems are limited to sums within 100 and related differences.

  Related Access Points

  - **MA.2.M.1.AP.3:** Solve one-step real-world measurement problems involving addition and subtraction of lengths within 20 given in the same unit (i.e., inch, foot, yard).

- **MA.2.M.2.1:** Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.

  Clarifications:
  Clarification 1: Instruction includes the connection to partitioning of circles and to the number line.

  Clarification 2: Within this benchmark, the expectation is not to understand military time.

  Related Access Points

  - **MA.2.M.2.AP.1:** Using analog and digital clocks, express the time in hours and half hours. Explore the concept of a.m. and p.m.

- **MA.2.M.2.2:** Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to use decimal values.

  Clarification 2: Addition and subtraction problems are limited to sums within 100 and related differences. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points

  - **MA.2.M.2.AP.2:** Solve one-step addition and subtraction real-world problems involving either dollar bills within $20 or coins within 20¢. Explore using $ for dollar bills and ¢ symbol for coins.

- **MA.2.NSO.1.1:**

  Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.

  Related Access Points
  - **MA.2.NSO.1.AP.1:** Read and generate numbers from 0 to 100 using standard form and expanded form.

- **MA.2.NSO.1.2:**

  Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

  Related Access Points
  - **MA.2.NSO.1.AP.2:** Compose and decompose two-digit numbers using tens and ones. Demonstrate each composition or decomposition with objects, drawings, expressions or equations.

- **MA.2.NSO.1.3:** Plot, order and compare whole numbers up to 1,000.

  Clarifications:
  Clarification 1: When comparing numbers, instruction includes using a number line and using place values of the hundreds, tens and ones digits.

  Clarification 2: Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<, > or =).

  Related Access Points
  - **MA.2.NSO.1.AP.3:** Plot, order and compare whole numbers up to 100.

- **MA.2.NSO.1.4:** Round whole numbers from 0 to 100 to the nearest 10.

  Clarifications:
  Clarification 1: Within the benchmark, the expectation is to understand that rounding is a process that produces a number with a similar value that is less precise but easier to use.

  Related Access Points
  - **MA.2.NSO.1.AP.4:** Round whole numbers from 0 to 100 to the nearest 10 with visual support.

- **MA.2.NSO.2.1:** Recall addition facts with sums to 20 and related subtraction facts with automaticity.

  Related Access Points
  - **MA.2.NSO.2.AP.1:** Recall addition facts with sums to 10 and related subtraction facts.

- **MA.2.NSO.2.2:** Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.

  Related Access Points
  - **MA.2.NSO.2.AP.2:** Identify the number that is ten more or ten less than a given two-digit number.

- **MA.2.NSO.2.3:** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

Clarifications:
Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

Related Access Points

- **MA.2.NSO.2.AP.3:** Apply a strategy for adding and subtracting a two-digit number (from 11 to 19) and a single digit whole number.

- **MA.2.NSO.2.4:** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

Clarifications:
Clarification 1: Instruction includes the use of manipulatives, number lines, drawings or properties of operations or place value.

Clarification 2: Instruction focuses on composing and decomposing ones, tens and hundreds when needed.

Related Access Points

- **MA.2.NSO.2.AP.4:** Explore the addition of a two-digit and a single-digit whole number with sums up to 100. Explore the subtraction of a one-digit from a two-digit whole number.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.

- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.

- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7712030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH GRADE 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
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- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Mathematics Grade 3 (#7712040)

Version: 2022 - And Beyond (current)

Grade 3 Mathematics - 5012050

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.3.AR.1.1:** Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is to apply the associative and commutative properties of multiplication, the distributive property and name the properties. Refer to K-12 Glossary (Appendix C).

  Clarification 2: Within the benchmark, the expectation is to utilize parentheses.

  Clarification 3: Multiplication for products of three or more numbers is limited to factors within 12. Refer to Properties of Operations, Equality and Inequality (Appendix D).

  Related Access Points
  - **MA.3.AR.1.AP.1:** Apply the commutative property of multiplication to find a product of one-digit whole numbers.

- **MA.3.AR.1.2:** Solve one- and two-step real-world problems involving any of four operations with whole numbers.

  Clarifications:
  Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

  Clarification 2: Multiplication is limited to factors within 12 and related division facts. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points
  - **MA.3.AR.1.AP.2a:** Solve one- and two-step addition and subtraction real-world problems within 100.
  - **MA.3.AR.1.AP.2b:** Solve one-step multiplication and division real-world problems. Multiplication may not exceed two single-digit whole numbers and their related division facts.

- **MA.3.AR.2.1:**

  Restate a division problem as a missing factor problem using the relationship between multiplication and division.

Clarifications:

Clarification 1: Multiplication is limited to factors within 12 and related division facts.

Clarification 2: Within this benchmark, the symbolic representation of the missing factor uses any symbol or a letter.

Related Access Points

- **MA.3.AR.2.AP.1:** Explore division as multiplication with a missing factor using the relationship between multiplication and division.

- **MA.3.AR.2.2:**

  Determine and explain whether an equation involving multiplication or division is true or false.

  Clarifications:

  Clarification 1: Instruction extends the understanding of the meaning of the equal sign to multiplication and division.

  Clarification 2: Problem types are limited to an equation with three or four terms. The product or quotient can be on either side of the equal sign.

  Clarification 3: Multiplication is limited to factors within 12 and related division facts.

  Related Access Points

  - **MA.3.AR.2.AP.2:** Determine if multiplication or division equations with no more than three terms are true or false. Multiplication may not exceed two single-digit whole numbers and their related division facts.

- **MA.3.AR.2.3:** Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.

  Clarifications:
  Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol or a letter.
  Clarification 2: Problems include the unknown on either side of the equal sign.
  Clarification 3: Multiplication is limited to factors within 12 and related division facts. Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points

  - **MA.3.AR.2.AP.3:** Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the product or quotient unknown (e.g., 2 × 5 = __, 10 ÷ 5 = __). Multiplication may not exceed two single-digit whole numbers and their related division facts.

- **MA.3.AR.3.1:** Determine and explain whether a whole number from 1 to 1,000 is even or odd.

  Clarifications:
  Clarification 1: Instruction includes determining and explaining using place value and recognizing patterns.

  Related Access Points

  - **MA.3.AR.3.AP.1:** Determine whether a whole number from 1 to 100 is even or odd.

- **MA.3.AR.3.2:** Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.

  Clarifications:
  Clarification 1: Instruction includes determining if a number is a multiple of a given number by using multiplication or division.

  Related Access Points
  - **MA.3.AR.3.AP.2:** Explore that a whole number is a multiple of each of its factors. Factors not to exceed single-digit whole numbers.

- **MA.3.AR.3.3:** Identify, create and extend numerical patterns.

  Clarifications:
  Clarification 1: The expectation is to use ordinal numbers (1st, 2nd, 3rd, …) to describe the position of a number within a sequence.

  Clarification 2: Problem types include patterns involving addition, subtraction, multiplication or division of whole numbers.

  Related Access Points
  - **MA.3.AR.3.AP.3:** Extend a numerical pattern when given a one-step addition rule (e.g., when given the pattern 5, 10, 15, use the rule add 5 to extend the pattern).

- **MA.3.DP.1.1:**

  Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.

  Clarifications:

  Clarification 1: Within this benchmark, the expectation is to complete a representation or construct a representation from a data set.

  Clarification 2: Instruction includes the connection between multiplication and the number of data points represented by a bar in scaled bar graph or a scaled column in a pictograph.

  Clarification 3: Data displays are represented both horizontally and vertically.

  Related Access Points
  - **MA.3.DP.1.AP.1a:** Sort and represent categorical data (up to four categories) with whole-number values using tables, pictographs or bar graphs. Select appropriate title, labels and units.
  - **MA.3.DP.1.AP.1b:** Explore representing numerical data with whole-number values using line plots.

- **MA.3.DP.1.2:**

  Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.

  Clarifications:

  Clarification 1: Problems include the use of data in informal comparisons between two data sets in the same units.

Clarification 2: Data displays can be represented both horizontally and vertically.

Clarification 3: Circle graphs are limited to showing the total values in each category.

Related Access Points

- **MA.3.DP.1.AP.2a:** Interpret data with whole-number values represented with tables, pictographs or bar graphs to solve one-step "how many more" and "how many less" problems.
- **MA.3.DP.1.AP.2b:** Interpret data with whole-number values represented with scaled pictographs or scaled bar graphs. For scaled pictographs, symbols used may only represent quantities of 2, 5 or 10 and only whole symbols may be used. For scaled bar graphs, intervals may only represent quantities of 2, 5 or 10.
- **MA.3.DP.1.AP.2c:** Explore interpreting data with whole-number values represented with line plots.

- **MA.3.FR.1.1:**

  Represent and interpret unit fractions in the form *1/n* as the quantity formed by one part when a whole is partitioned into *n* equal parts.

  Clarifications:

  Clarification 1: This benchmark emphasizes conceptual understanding through the use of manipulatives or visual models.

  Clarification 2: Instruction focuses on representing a unit fraction as part of a whole, part of a set, a point on a number line, a visual model or in fractional notation.

  Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.

  Related Access Points

  - **MA.3.FR.1.AP.1:**

    Explore unit fractions in the form  as the quantity formed by one part when a whole is partitioned into n equal parts. Denominators are limited to 2, 3 and 4.

- **MA.3.FR.1.2:** Represent and interpret fractions, including fractions greater than one, in the form of $\frac{m}{n}$ as the result of adding the unit fraction $\frac{1}{n}$ to itself *m* times.

  Clarifications:
  Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives or visual models, including circle graphs, to represent fractions.

  Clarification 2: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.

  Related Access Points

  - **MA.3.FR.1.AP.2:** Explore fractions, less than or equal to a whole, in the form of  as the result of adding the unit fraction  to itself *m* times. Denominators are limited to 2, 3 and 4.

- **MA.3.FR.1.3:** Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.

  Clarifications:
  Clarification 1: Instruction focuses on making connections to reading and writing numbers to develop the understanding that fractions are numbers and to support algebraic thinking in later grades.

  Clarification 2: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.

  Related Access Points
  - **MA.3.FR.1.AP.3:** Read and generate fractions, less than or equal to a whole, using standard form.

- **MA.3.FR.2.1:**

  Plot, order and compare fractional numbers with the same numerator or the same denominator.

  Clarifications:

  Clarification 1: Instruction includes making connections between using a ruler and plotting and ordering fractions on a number line.

  Clarification 2: When comparing fractions, instruction includes an appropriately scaled number line and using reasoning about their size.

  Clarification 3: Fractions include fractions greater than one, including mixed numbers, with denominators limited to 2, 3, 4, 5, 6, 8, 10 and 12.

  Related Access Points
  - **MA.3.FR.2.AP.1:** Compare fractional numbers with the same denominator. Denominators are limited to 2, 3 and 4.

- **MA.3.FR.2.2:** Identify equivalent fractions and explain why they are equivalent.

  Clarifications:
  Clarification 1: Instruction includes identifying equivalent fractions and explaining why they are equivalent using manipulatives, drawings, and number lines.

  Clarification 2: Within this benchmark, the expectation is not to generate equivalent fractions.

  Clarification 3: Fractions are limited to fractions less than or equal to one with denominators of 2, 3, 4, 5, 6, 8, 10 and 12. Number lines must be given and scaled appropriately.

  Related Access Points
  - **MA.3.FR.2.AP.2:** Using a visual model, recognize fractions less than a whole that are equivalent to fractions with denominators of 2, 3 or 4 (e.g.,  is equivalent to ).

- **MA.3.GR.1.1:** Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.

  Clarifications:
  Clarification 1: Instruction includes mathematical and real-world context for identifying points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines.

Clarification 2: When working with perpendicular lines, right angles can be called square angles or square corners.

Related Access Points

- **MA.3.GR.1.AP.1:** Identify points, lines, line segments, perpendicular lines and parallel lines. Identify these in two-dimensional figures.

- **MA.3.GR.1.2:** Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

  Clarifications:
  Clarification 1: Instruction includes a variety of quadrilaterals and a variety of non-examples that lack one or more defining attributes when identifying quadrilaterals.

  Clarification 2: Quadrilaterals will be filled, outlined or both when identifying.

  Clarification 3: Drawing representations must be reasonably accurate.

  Related Access Points

  - **MA.3.GR.1.AP.2:** Identify quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

- **MA.3.GR.1.3:** Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.

  Clarifications:
  Clarification 1: Instruction develops the understanding that there could be no line of symmetry, exactly one line of symmetry or more than one line of symmetry.

  Clarification 2: Instruction includes folding paper along a line of symmetry so that both halves match exactly to confirm line-symmetric figures.

  Related Access Points

  - **MA.3.GR.1.AP.3:** Identify line-symmetric two-dimensional figures.

- **MA.3.GR.2.1:** Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.

  Clarifications:
  Clarification 1: Instruction emphasizes the conceptual understanding that area is an attribute that can be measured for a two-dimensional figure. The measurement unit for area is the area of a unit square, which is a square with side length of 1 unit.

  Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form (e.g., square centimeter or sq.cm.).

  Related Access Points

  - **MA.3.GR.2.AP.1:** Explore area as an attribute of a two-dimensional figure that can be measured by covering the figure with unit squares without gaps or overlaps.

- **MA.3.GR.2.2:** Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.

  Clarifications:
  Clarification 1: Instruction includes covering the figure with unit squares, a rectangular array or applying a formula.

Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

Related Access Points

- **MA.3.GR.2.AP.2:** Find the area of a rectangle with whole-number side lengths by counting unit squares. Explore that the area is the same as what would be found by multiplying the side lengths.

- **MA.3.GR.2.3:** Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to find unknown side lengths.

  Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

  Related Access Points

  - **MA.3.GR.2.AP.3:** Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model.

- **MA.3.GR.2.4:** Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.

  Clarifications:
  Clarification 1: Composite figures must be composed of non-overlapping rectangles.

  Clarification 2: Each rectangle within the composite figure cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

  Related Access Points

  - **MA.3.GR.2.AP.4:** Explore the perimeter and area of composite figures composed of two non-overlapping rectangles with whole-number side lengths.

- **MA.3.M.1.1:** Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.

  Clarifications:
  Clarification 1: Instruction focuses on identifying measurement on a linear scale, making the connection to the number line.

  Clarification 2: When measuring the length, limited to the nearest centimeter and half or quarter inch.

  Clarification 3: When measuring the temperature, limited to the nearest degree.

  Clarification 4: When measuring the volume of liquid, limited to nearest milliliter and half or quarter cup.

  Related Access Points

  - **MA.3.M.1.AP.1a:** Select and use appropriate tools to measure the length (i.e., inches, feet, yards) of an object.
  - **MA.3.M.1.AP.1b:** Explore selecting and using appropriate tools to measure liquid volume (i.e., gallons, quarts, pints, cups) and temperature in degrees Fahrenheit.

- **MA.3.M.1.2:** Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.

  Clarifications:
  Clarification 1: Within this benchmark, it is the expectation that responses include appropriate units.

  Clarification 2: Problem types are not expected to include measurement conversions.

  Clarification 3: Instruction includes the comparison of attributes measured in the same units.

  Clarification 4: Units are limited to yards, feet, inches; meters, centimeters; pounds, ounces; kilograms, grams; degrees Fahrenheit, degrees Celsius; gallons, quarts, pints, cups; and liters, milliliters.

  Related Access Points
  - **MA.3.M.1.AP.2a:** Solve one- and two-step addition and subtraction real-world problems within 100 with whole number lengths (i.e., inches, feet, yards), temperatures (i.e., degrees Fahrenheit) or liquid volumes (i.e., gallons, quarts, pints, cups).
  - **MA.3.M.1.AP.2b:** Solve one-step multiplication and division real-world problems with whole number lengths (i.e., inches, feet, yards), temperatures (i.e., degrees Fahrenheit) or liquid volumes (i.e., gallons, quarts, pints and cups). Multiplication may not exceed two single-digit whole numbers and their related division facts.
- **MA.3.M.2.1:** Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to understand military time.

  Related Access Points
  - **MA.3.M.2.AP.1:** Using analog and digital clocks, express the time to the nearest five minutes using a.m. and p.m. appropriately.
- **MA.3.M.2.2:** Solve one- and two-step real-world problems involving elapsed time.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is not to include crossing between a.m. and p.m.

  Related Access Points
  - **MA.3.M.2.AP.2:** Solve for end time in one-step real-world problems when given start time and elapsed time in whole hours or minutes within the hour.
- **MA.3.NSO.1.1:**

  Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

  Related Access Points
  - **MA.3.NSO.1.AP.1:** Read and generate numbers from 0 to 1,000 using standard form and expanded form.
- **MA.3.NSO.1.2:**

Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.

Related Access Points

- **MA.3.NSO.1.AP.2:** Compose and decompose three-digit numbers using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings, expressions or equations.

- **MA.3.NSO.1.3:** Plot, order and compare whole numbers up to 10,000.

  Clarifications:
  Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the thousands, hundreds, tens and ones digits.

  Clarification 2: Number lines, scaled by 50s, 100s or 1,000s, must be provided and can be a representation of any range of numbers.

  Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).

  Related Access Points

  - **MA.3.NSO.1.AP.3:** Plot, order and compare whole numbers up to 1,000.

- **MA.3.NSO.1.4:** Round whole numbers from 0 to 1,000 to the nearest 10 or 100.

  Related Access Points

  - **MA.3.NSO.1.AP.4:** Round whole numbers from 0 to 1,000 to the nearest 100 with visual support.

- **MA.3.NSO.2.1:** Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.

  Related Access Points

  - **MA.3.NSO.2.AP.1:** Apply a strategy to add and subtract two two-digit whole numbers.

- **MA.3.NSO.2.2:** Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.

  Clarifications:
  Clarification 1: Instruction includes equal groups, arrays, area models and equations.

  Clarification 2: Within the benchmark, it is the expectation that one problem can be represented in multiple ways and understanding how the different representations are related to each other.

  Clarification 3: Factors and divisors are limited to up to 12.

  Related Access Points

  - **MA.3.NSO.2.AP.2:** Explore the concept of multiplication of two single-digit whole numbers using objects.

- **MA.3.NSO.2.3:** Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.

  Clarifications:
  Clarification 1: When multiplying one-digit numbers by multiples of 10 or 100, instruction focuses on methods that are based on place value.

Related Access Points

- **MA.3.NSO.2.AP.3:** Explore multiplying a one-digit whole number by 10.

- **MA.3.NSO.2.4:** Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

  Clarifications:
  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

  Related Access Points

  - **MA.3.NSO.2.AP.4:** Explore the relationship between multiplication and division in order to multiply and divide. Multiplication may not exceed two single-digit whole numbers and their related division facts.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade

student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7712040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH GRADE 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Mathematics Grade 4 (#7712050)

Version: 2022 - And Beyond (current)

Grade 4 Mathematics - 5012060

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.4.AR.1.1:**

  Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.

  Clarifications:

  Clarification 1: Problems involving multiplication include multiplicative comparisons. Refer to Situations Involving Operations with Numbers (Appendix A).

  Clarification 2: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

  Clarification 3: Multiplication is limited to products of up to 3 digits by 2 digits. Division is limited to up to 4 digits divided by 1 digit.

  Related Access Points

  - **MA.4.AR.1.AP.1:** Solve one-step real-world problems involving multiplication and division of whole numbers. Multiplication may not exceed two-digit by one-digit and division must be related to one-digit by one-digit multiplication facts.

- **MA.4.AR.1.2:**

  Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.

  Clarifications:

  Clarification 1: Problems include creating real-world situations based on an equation or representing a real-world problem with a visual model or equation.

  Clarification 2: Fractions within problems must reference the same whole.

  Clarification 3: Within this benchmark, the expectation is not to simplify or use lowest terms.

  Clarification 4: Denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Related Access Points

- **MA.4.AR.1.AP.2:** Solve one-step real-world problems involving addition and subtraction of fractions less than one with like denominators. Denominators limited to 2, 3, 4, 6, 8 or 10.

- **MA.4.AR.1.3:**

  Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.

  Clarifications:

  Clarification 1: Problems include creating real-world situations based on an equation or representing a real-world problem with a visual model or equation.

  Clarification 2: Fractions within problems must reference the same whole.

  Clarification 3: Within this benchmark, the expectation is not to simplify or use lowest terms.

  Clarification 4: Fractions limited to fractions less than one with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

  Related Access Points

  - **MA.4.AR.1.AP.3:** Solve one-step real-world problems involving multiplication of a unit fraction by a whole number (e.g., 3 ×  , 2 ×  , 5 × ). Denominators limited to 2, 3, 4, 6, 8 or 10.

- **MA.4.AR.2.1:**

  Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.

  Clarifications:

  Clarification 1: Multiplication is limited to whole number factors within 12 and related division facts.

  Related Access Points

  - **MA.4.AR.2.AP.1:** Determine whether an equation (with no more than three terms) involving any of the four operations with whole numbers is true or false. Sums may not exceed 100 and their related subtraction facts. Multiplication may not exceed two-digit by one-digit and division must be related to one-digit by one-digit multiplication facts.

- **MA.4.AR.2.2:**

  Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.

  Clarifications:

  Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses a letter.

  Clarification 2: Problems include the unknown on either side of the equal sign.

Clarification 3: Multiplication is limited to factors within 12 and related division facts.

Related Access Points

- **MA.4.AR.2.AP.2:** Given a real-world context, identify or generate an equation involving multiplication or division to determine the unknown product or quotient. Multiplication may not exceed two-digit by one-digit and division must be related to one-digit by one-digit multiplication facts.

- **MA.4.AR.3.1:**

  Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.

  Clarifications:

  Clarification 1: Instruction includes the connection to the relationship between multiplication and division and patterns with divisibility rules.

  Clarification 2: The numbers 0 and 1 are neither prime nor composite.

  Related Access Points

  - **MA.4.AR.3.AP.1:** Explore factor pairs for a whole number. Factors may not exceed single-digit whole numbers.

- **MA.4.AR.3.2:**

  Generate, describe and extend a numerical pattern that follows a given rule.

  Clarifications:

  Clarification 1: Instruction includes patterns within a mathematical or real-world context.

  Related Access Points

  - **MA.4.AR.3.AP.2:** Generate a numerical pattern when given a starting term and a one-step addition rule (e.g., starting at the number 5 use the rule add 5 and generate the pattern).

- **MA.4.DP.1.1:**

  Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.

  Clarifications:

  Clarification 1: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

  Related Access Points

  - **MA.4.DP.1.AP.1:** Sort and represent numerical data, including fractional values using tables or line plots (when given a scaled number line). Data set to include only whole numbers and halves.

- **MA.4.DP.1.2:**

  Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.

Clarifications:

Clarification 1: Instruction includes interpreting data within a real-world context.

Clarification 2: Instruction includes recognizing that data sets can have one mode, no mode or more than one mode.

Clarification 3: Within this benchmark, data sets are limited to an odd number when calculating the median.

Clarification 4: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Related Access Points

- **MA.4.DP.1.AP.2:** Determine the mode or range to interpret numerical data including fractional values, represented with tables or line plots. Data set to include only whole numbers and halves. Limit the greatest and least number in a data set to a whole number.

- **MA.4.DP.1.3:**

  Solve real-world problems involving numerical data.

  Clarifications:

  Clarification 1: Instruction includes using any of the four operations to solve problems.

  Clarification 2: Data involving fractions with like denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100. Fractions can be greater than one.

  Clarification 3: Data involving decimals are limited to hundredths.

  Related Access Points

  - **MA.4.DP.1.AP.3:** Solve one-step real-world problems involving numerical data represented with tables or line plots. Data set to include only whole numbers and halves. Required operations to involve only the whole number data points in the data set.

- **MA.4.FR.1.1:**

  Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.

  Clarifications:

  Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives, visual models, number lines or equations.

  Related Access Points

  - **MA.4.FR.1.AP.1:** Using a visual model, recognize fractions less than one, with the denominator 10 as an equivalent fraction with the denominator 100 (e.g., is equivalent to ).

- **MA.4.FR.1.2:**

Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.

Clarifications:

Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives visual models, number lines or equations.

Clarification 2: Instruction includes the understanding that a decimal and fraction that are equivalent represent the same point on the number line and that fractions with denominators of 10 or powers of 10 may be called decimal fractions.

Related Access Points

- **MA.4.FR.1.AP.2:** Use decimal notation to represent fractions less than one with denominators of 10 or 100 and use fractional notation with denominators of 10 or 100 to represent decimals less than one.

- **MA.4.FR.1.3:**

Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.

Clarifications:

Clarification 1: Instruction includes the use of manipulatives, visual models, number lines or equations.

Clarification 2: Instruction includes recognizing how the numerator and denominator are affected when equivalent fractions are generated.

Related Access Points

- **MA.4.FR.1.AP.3:** Using a visual model, generate fractions less than a whole that are equivalent to fractions with denominators 2, 3, 4, 6, 8 or 10. Explore how the numerator and denominator are affected when the equivalent fraction is created.

- **MA.4.FR.1.4:**

Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.

Clarifications:

Clarification 1: When comparing fractions, instruction includes using an appropriately scaled number line and using reasoning about their size.

Clarification 2: Instruction includes using benchmark quantities, such as 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1, to compare fractions.

Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Clarification 4: Within this benchmark, the expectation is to use symbols (<, > or =).

Related Access Points

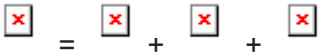
- **MA.4.FR.1.AP.4a:** Explore mixed numbers and fractions greater than one.
- **MA.4.FR.1.AP.4b:** Using visual models, compare fractions less than one with different numerators and different denominators. Denominators limited to 2, 3, 4, 6, 8 or 10.

- **MA.4.FR.2.1:**

  Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.

  Clarifications:

  Clarification 1: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

  Related Access Points
  - **MA.4.FR.2.AP.1:** Decompose a fraction less than one into a sum of unit fractions with the same denominator (e.g., ). Denominators limited to 2, 3, 4, 6, 8 or 10. Demonstrate each decomposition with objects, drawings or equations.

- **MA.4.FR.2.2:**

  Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.

  Clarifications:

  Clarification 1: Instruction includes the use of word form, manipulatives, drawings, the properties of operations or number lines.

  Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

  Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

  Related Access Points
  - **MA.4.FR.2.AP.2:** Explore adding and subtracting fractions less than one with like denominators. Denominators limited to 2, 3, 4, 6, 8 or 10.

- **MA.4.FR.2.3:**

  Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.

  Clarifications:

  Clarification 1: Instruction includes the use of visual models.

  Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

  Related Access Points
  - **MA.4.FR.2.AP.3:** Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using visual models to find equivalent fractions.

- **MA.4.FR.2.4:**

Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.

Clarifications:

Clarification 1: Instruction includes the use of visual models or number lines and the connection to the commutative property of multiplication. Refer to Properties of Operation, Equality and Inequality (Appendix D).

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Fractions multiplied by a whole number are limited to less than 1. All denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16, 100.

Related Access Points

- **MA.4.FR.2.AP.4:** Explore the multiplication of a unit fraction by a whole number (e.g., 3 ×  , 2 ×  , 5 × ). Denominators limited to 2, 3, 4, 6, 8 or 10.

- **MA.4.GR.1.1:**

Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.

Clarifications:

Clarification 1: Instruction includes classifying angles using benchmark angles of 90° and 180° in two-dimensional figures.

Clarification 2: When identifying angles, the expectation includes two-dimensional figures and real-world pictures.

Related Access Points

- **MA.4.GR.1.AP.1:** Informally explore angles as an attribute of two-dimensional figures. Limit angles to acute, obtuse and right.

- **MA.4.GR.1.2:**

Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.

Clarifications:

Clarification 1: Instruction includes measuring given angles and drawing angles using protractors.
Clarification 2: Instruction includes estimating angle measures using benchmark angles (30°, 45°, 60°, 90° and 180°).
Clarification 3: Instruction focuses on the understanding that angles can be decomposed into non-overlapping angles whose measures sum to the measure of the original angle.

Related Access Points

- **MA.4.GR.1.AP.2:** Using a tool with a square angle, identify angles as acute, right or obtuse and construct angles that are acute, right or obtuse.

- **MA.4.GR.1.3:**

  Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.

  Clarifications:

  Clarification 1: Instruction includes the connection to angle measure as being additive.

  Related Access Points
  - **MA.4.GR.1.AP.3:** Recognize that angle measure is additive by exploring when an angle is decomposed into two non-overlapping parts the angle measure of the whole is the sum of the angle measures of the parts.

- **MA.4.GR.2.1:**

  Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.

  Clarifications:

  Clarification 1: Instruction extends the development of algebraic thinking where the symbolic representation of the unknown uses a letter.

  Clarification 2: Problems involving multiplication are limited to products of up to 3 digits by 2 digits. Problems involving division are limited to up to 4 digits divided by 1 digit.

  Clarification 3: Responses include the appropriate units in word form.

  Related Access Points
  - **MA.4.GR.2.AP.1:** Solve perimeter and area mathematical and real-world problems for rectangles with given whole-number side lengths.

- **MA.4.GR.2.2:**

  Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.

  Clarifications:

  Clarification 1: Instruction focuses on the conceptual understanding of the relationship between perimeter and area.

  Clarification 2: Within this benchmark, rectangles are limited to having whole-number side lengths.

  Clarification 3: Problems involving multiplication are limited to products of up to 3 digits by 2 digits. Problems involving division are limited to up to 4 digits divided by 1 digit.

  Clarification 4: Responses include the appropriate units in word form.

  Related Access Points
  - **MA.4.GR.2.AP.2:** Explore the relationship between perimeter and area using rectangles with the same perimeter and different areas or with the same area and different perimeters.

- **MA.4.M.1.1:**

  Select and use appropriate tools to measure attributes of objects.

  Clarifications:

  Clarification 1: Attributes include length, volume, weight, mass and temperature.

  Clarification 2: Instruction includes digital measurements and scales that are not linear in appearance.

  Clarification 3: When recording measurements, use fractions and decimals where appropriate.

  Related Access Points
  - **MA.4.M.1.AP.1a:** Select and use appropriate tools to measure length (i.e., inches, feet, yards), liquid volume (i.e., gallons, quarts, pints, cups) and temperature (i.e., degrees Fahrenheit).
  - **MA.4.M.1.AP.1b:** Explore selecting and using appropriate tools to measure weight (i.e., ounces, pounds).

- **MA.4.M.1.2:**

  Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.

  Clarifications:

  Clarification 1: Instruction includes the understanding of how to convert from smaller to larger units or from larger to smaller units.

  Clarification 2: Within the benchmark, the expectation is not to convert from grams to kilograms, meters to kilometers or milliliters to liters.

  Clarification 3: Problems involving fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

  Related Access Points
  - **MA.4.M.1.AP.2a:** Explore relative sizes of measurement units within one system of units including yards, feet, inches; pounds, ounces; gallons, quarts, pints, cups; and hours, minutes.
  - **MA.4.M.1.AP.2b:** Using a conversion sheet, convert from a larger to a smaller unit within a single system of measurement using the units: yards, feet, inches; pounds, ounces; gallons, quarts, pints, cups; and hours, minutes. Only whole number measurements may be used.

- **MA.4.M.2.1:**

  Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.

  Clarifications:

Clarification 1: Problems involving fractions will include addition and subtraction with like denominators and multiplication of a fraction by a whole number or a whole number by a fraction.

Clarification 2: Problems involving fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Clarification 3: Within the benchmark, the expectation is not to use decimals.

Related Access Points

- **MA.4.M.2.AP.1a:** Solve one- and two-step real-world problems involving distances (i.e., inches, feet, yards, miles) in whole numbers using any combination of the four operations.
- **MA.4.M.2.AP.1b:** Solve one-step real-world problems involving intervals of time in whole numbers using any of the four operations.

- **MA.4.M.2.2:**

  Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.

  Related Access Points

  - **MA.4.M.2.AP.2:** Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation. Sums not to exceed $0.99 and their related subtraction facts.

- **MA.4.NSO.1.1:**

  Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.

  Related Access Points

  - **MA.4.NSO.1.AP.1:** Explore how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left.

- **MA.4.NSO.1.2:**

  Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.

  Related Access Points

  - **MA.4.NSO.1.AP.2:** Read and generate numbers from 0 to 10,000 using standard form and expanded form.

- **MA.4.NSO.1.3:**

  Plot, order and compare multi-digit whole numbers up to 1,000,000.

  Clarifications:

  Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the hundred thousands, ten thousands, thousands, hundreds, tens and ones digits.

  Clarification 2: Scaled number lines must be provided and can be a representation of any range of numbers.

Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).

Related Access Points

- **MA.4.NSO.1.AP.3:** Plot, order and compare multi-digit whole numbers up to 10,000.

- **MA.4.NSO.1.4:**

  Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.

  Related Access Points

  - **MA.4.NSO.1.AP.4:** Round whole numbers from 100 to 10,000 to the nearest 1,000 with visual support.

- **MA.4.NSO.1.5:**

  Plot, order and compare decimals up to the hundredths.

  Clarifications:

  Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the ones, tenths and hundredths digits.

  Clarification 2: Within the benchmark, the expectation is to explain the reasoning for the comparison and use symbols (<, > or =).

  Clarification 3: Scaled number lines must be provided and can be a representation of any range of numbers.

  Related Access Points

  - **MA.4.NSO.1.AP.5:** Using visual models, compare decimals less than one up to the hundredths.

- **MA.4.NSO.2.1:**

  Recall multiplication facts with factors up to 12 and related division facts with automaticity.

  Related Access Points

  - **MA.4.NSO.2.AP.1:** Recall multiplication facts of one-digit whole numbers multiplied by 1, 2, 5 and 10.

- **MA.4.NSO.2.2:**

  Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.

  Clarifications:

  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

  Clarification 2: Instruction includes the use of models or equations based on place value and the distributive property.

  Related Access Points

  - **MA.4.NSO.2.AP.2:** Explore multiplication of two whole numbers, up to two digits by one digit.

- **MA.4.NSO.2.3:**

  Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.

  Related Access Points
  - **MA.4.NSO.2.AP.3:** Apply a strategy to multiply two whole numbers up to two digits by one digit.

- **MA.4.NSO.2.4:**

  Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.

  Clarifications:

  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

  Clarification 2: Instruction includes the use of models based on place value, properties of operations or the relationship between multiplication and division.

  Related Access Points
  - **MA.4.NSO.2.AP.4:** Explore division of two whole numbers up to two digits by one digit with and without remainders. Represent remainders as whole numbers.

- **MA.4.NSO.2.5:**

  Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.

  Clarifications:

  Clarification 1: Instruction focuses on previous understanding of multiplication with multiples of 10 and 100, and seeing division as a missing factor problem.

  Clarification 2: Estimating quotients builds the foundation for division using a standard algorithm.

  Clarification 3: When estimating the division of whole numbers, dividends are limited to up to four digits and divisors are limited to up to two digits.

  Related Access Points
  - **MA.4.NSO.2.AP.5:** Explore the estimation of products and quotients of two whole numbers up to two digits by one digit.

- **MA.4.NSO.2.6:**

  Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.

  Related Access Points
  - **MA.4.NSO.2.AP.6:** Identify the number that is one-tenth more and one-tenth less than a given number (i.e., 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8, 0.9).

- **MA.4.NSO.2.7:**

Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.

Clarifications:

Clarification 1: Instruction includes the connection to money and the use of manipulatives and models based on place value.

Related Access Points

- **MA.4.NSO.2.AP.7:** Explore the addition and subtraction of decimals less than one to the tenths (e.g., 0.3 + 0.5) and hundredths (e.g., 0.25 − 0.12).

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7712050

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH GRADE 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)

- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

Access Mathematics Grade 5 (#7712060)

Version: 2022 - And Beyond (current)

Grade 5 Mathematics - 5012070

Access Courses:

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MA.5.AR.1.1:** Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.

  Clarifications:
  Clarification 1: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

  Related Access Points
  - **MA.5.AR.1.AP.1:** Solve one- and two-step real-world problems involving any combination of the four operations with whole numbers. Explore problems in which remainders must be interpreted within the context.

- **MA.5.AR.1.2:** Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.

  Clarifications:
  Clarification 1: Instruction includes the use of visual models and equations to represent the problem.

  Related Access Points
  - **MA.5.AR.1.AP.2a:** Solve one-step real-world problems involving addition and subtraction of mixed numbers and fractions greater than one with like denominators.
  - **MA.5.AR.1.AP.2b:** Solve one-step real-world problems involving multiplication of unit fractions.

- **MA.5.AR.1.3:** Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.

  Clarifications:
  Clarification 1: Instruction includes the use of visual models and equations to represent the problem.

  Related Access Points
  - **MA.5.AR.1.AP.3:** Solve one-step real-world problems involving division of a whole number by a unit fraction.

- **MA.5.AR.2.1:**

Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.

Clarifications:

Clarification 1: Expressions are limited to any combination of the arithmetic operations, including parentheses, with whole numbers, decimals and fractions.

Clarification 2: Within this benchmark, the expectation is not to include exponents or nested grouping symbols.

Related Access Points

- **MA.5.AR.2.AP.1:** Translate mathematical descriptions (e.g., five plus two; the product of three and four) into numerical expressions with two terms.

- **MA.5.AR.2.2:**

Evaluate multi-step numerical expressions using order of operations.

Clarifications:

Clarification 1: Multi-step expressions are limited to any combination of arithmetic operations, including parentheses, with whole numbers, decimals and fractions.

Clarification 2: Within this benchmark, the expectation is not to include exponents or nested grouping symbols.

Clarification 3: Decimals are limited to hundredths. Expressions cannot include division of a fraction by a fraction.

Related Access Points

- **MA.5.AR.2.AP.2:** Evaluate an expression containing three terms and one set of parentheses.

- **MA.5.AR.2.3:**

Determine and explain whether an equation involving any of the four operations is true or false.

Clarifications:

Clarification 1: Problem types include equations that include parenthesis but not nested parentheses.

Clarification 2: Instruction focuses on the connection between properties of equality and order of operations.

Related Access Points

- **MA.5.AR.2.AP.3:** Determine whether an equation (with no more than four terms and up to one set of parentheses) involving any of the four operations with whole numbers is true or false. Limit addition and subtraction to within 100 and limit multiplication and division to the products of two single-digit whole numbers and their related division facts.

- **MA.5.AR.2.4:**

Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.

Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking where the unknown letter is recognized as a variable.

Clarification 2: Problems include the unknown and different operations on either side of the equal sign

Related Access Points

- **MA.5.AR.2.AP.4:** Given a mathematical or real-world context, generate an equation involving any of the four operations to determine the unknown sum, difference, product or quotient. Sums may not exceed 100 and their related subtraction facts. Multiplication and division may not exceed two digit by one digit.

- **MA.5.AR.3.1:**

  Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.

  Clarifications:

  Clarification 1: Rules are limited to one or two operations using whole numbers.

  Related Access Points

  - **MA.5.AR.3.AP.1:** Given a numerical pattern, identify a one-step rule that can describe the pattern.

- **MA.5.AR.3.2:**

  Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.

  Clarifications:

  Clarification 1: Instruction builds a foundation for proportional and linear relationships in later grades.

  Clarification 2: Rules are limited to one or two operations using whole numbers.

  Related Access Points

  - **MA.5.AR.3.AP.2:** Given the inputs and a one-step addition or subtraction rule for a numerical pattern, use a two-column table to record the outputs.

- **MA.5.DP.1.1:** Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.

  Clarifications:
  Clarification 1: Within this benchmark, the expectation is for an estimation of fractional and decimal heights on line graphs.

  Clarification 2: Decimal values are limited to hundredths. Denominators are limited to 1, 2, 3 and 4. Fractions can be greater than one.

  Related Access Points

- **MA.5.DP.1.AP.1:** Sort and represent numerical data, including fractional values using tables or line plots (when given a scaled number line). Data set to include only whole numbers, halves and quarters.

- **MA.5.DP.1.2:**

  Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.

  Clarifications:

  Clarification 1: Instruction includes interpreting the mean in real-world problems as a leveling out, a balance point or an equal share.

  Related Access Points
  - **MA.5.DP.1.AP.2:** Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode or range. Line plot scales to include only whole numbers, halves and quarters.

- **MA.5.FR.1.1:** Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.

  Clarifications:
  Clarification 1: Instruction includes making a connection between fractions and division by understanding that fractions can also represent division of a numerator by a denominator.

  Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

  Clarification 3: Fractions can include fractions greater than one.

  Related Access Points
  - **MA.5.FR.1.AP.1:** Explore the connection between fractions and division in a real-world problem.

- **MA.5.FR.2.1:** Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.

  Clarifications:
  Clarification 1: Instruction includes the use of estimation, manipulatives, drawings or the properties of operations.

  Clarification 2: Instruction builds on the understanding from previous grades of factors up to 12 and their multiples.

  Related Access Points
  - **MA.5.FR.2.AP.1a:** Explore adding and subtracting mixed numbers and fractions greater than 1 with like denominators.
  - **MA.5.FR.2.AP.1b:** Explore adding and subtracting fractions less than one with unlike denominators. where one denominator is a multiple of the other (e.g., $\square + \square$, $\square - \square$).

- **MA.5.FR.2.2:** Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.

Clarifications:
Clarification 1: Instruction includes the use of manipulatives, drawings or the properties of operations.

Clarification 2: Denominators limited to whole numbers up to 20.

Related Access Points

- **MA.5.FR.2.AP.2:** Explore multiplying a unit fraction by a unit fraction.

- **MA.5.FR.2.3:** When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.

  Clarifications:
  Clarification 1: Instruction focuses on the connection to decimals, estimation and assessing the reasonableness of an answer.

  Related Access Points

  - **MA.5.FR.2.AP.3:** Explore the impact on the size of the product when multiplying a given number by a fraction less than 1 or by a whole number.

- **MA.5.FR.2.4:** Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.

  Clarifications:
  Clarification 1: Instruction includes the use of manipulatives, drawings or the properties of operations.

  Clarification 2: Refer to Situations Involving Operations with Numbers (Appendix A).

  Related Access Points

  - **MA.5.FR.2.AP.4:** Explore the division of a one-digit whole number by a unit fraction. Denominators are limited to 2, 3 or 4.

- **MA.5.GR.1.1:** Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.

  Clarifications:
  Clarification 1: Triangles include scalene, isosceles, equilateral, acute, obtuse and right; quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

  Related Access Points

  - **MA.5.GR.1.AP.1a:** Sort triangles into different categories based on the size of their angles. Triangles include acute, obtuse and right.
  - **MA.5.GR.1.AP.1b:** Sort quadrilaterals into different categories based on shared defining attributes. Explore why a quadrilateral would or would not belong to a category. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

- **MA.5.GR.1.2:** Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.

  Clarifications:
  Clarification 1: Defining attributes include the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.

  Related Access Points

- **MA.5.GR.1.AP.2:** Identify and sort three-dimensional figures into categories based on their defining attributes. Figures are limited to right rectangular pyramids, right rectangular prisms, right circular cylinders, right circular cones and spheres.

- **MA.5.GR.2.1:** Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.

  Clarifications:
  Clarification 1: Instruction includes finding the area of a rectangle with fractional side lengths by tiling it with squares having unit fraction side lengths and showing that the area is the same as would be found by multiplying the side lengths.

  Clarification 2: Responses include the appropriate units in word form.

  Related Access Points
  - **MA.5.GR.2.AP.1:** Find the perimeter and area of a rectangle with decimal side lengths using a visual model and calculator.

- **MA.5.GR.3.1:** Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.

  Clarifications:
  Clarification 1: Instruction emphasizes the conceptual understanding that volume is an attribute that can be measured for a three-dimensional figure. The measurement unit for volume is the volume of a unit cube, which is a cube with edge length of 1 unit.

  Related Access Points
  - **MA.5.GR.3.AP.1:** Explore volume as an attribute of three-dimensional figures that can be measured by packing them with unit cubes without gaps.

- **MA.5.GR.3.2:** Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.

  Clarifications:
  Clarification 1: Instruction includes finding the volume of right rectangular prisms by packing the figure with unit cubes, using a visual model or applying a multiplication formula.

  Clarification 2: Right rectangular prisms cannot exceed two-digit edge lengths and responses include the appropriate units in word form.

  Related Access Points
  - **MA.5.GR.3.AP.2:** Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes. Explore that the volume is the same as what would be found by multiplying the edge lengths.

- **MA.5.GR.3.3:** Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.

  Clarifications:
  Clarification 1: Instruction progresses from right rectangular prisms to composite figures composed of right rectangular prisms.

  Clarification 2: When finding the volume of composite figures composed of right rectangular prisms, recognize volume as additive by adding the volume of non-overlapping parts.

Clarification 3: Responses include the appropriate units in word form.

Related Access Points

- **MA.5.GR.3.AP.3:** Solve real-world problems involving the volume of right rectangular prisms with given whole-number edge lengths using a visual model or formula.

- **MA.5.GR.4.1:** Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.

  Clarifications:
  Clarification 1: Instruction includes the connection between two-column tables and coordinates on a coordinate plane.

  Clarification 2: Instruction focuses on the connection of the number line to the x- and y-axis.

  Clarification 3: Coordinate planes include axes scaled by whole numbers. Ordered pairs contain only whole numbers.

  Related Access Points

  - **MA.5.GR.4.AP.1:** Explore the first quadrant of the coordinate plane including the origin, axes and points located by using ordered pairs.

- **MA.5.GR.4.2:** Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

  Clarifications:
  Clarification 1: Coordinate planes include axes scaled by whole numbers. Ordered pairs contain only whole numbers.

  Related Access Points

  - **MA.5.GR.4.AP.2:** Plot and label ordered pairs in the first quadrant of the coordinate plane.

- **MA.5.M.1.1:**

  Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.

  Clarifications:

  Clarification 1: Within the benchmark, the expectation is not to memorize the conversions.

  Clarification 2: Conversions include length, time, volume and capacity represented as whole numbers, fractions and decimals.

  Related Access Points

  - **MA.5.M.1.AP.1a:** Using a conversion sheet, convert within a single system of measurement using the units: miles, yards, feet, inches; pounds, ounces; gallons, quarts, pints, cups; and hours, minutes. Only whole number measurements may be used.
  - **MA.5.M.1.AP.1b:** Using a conversion sheet, solve one-and two-step real-world problems that involve converting measurement units (i.e., miles, yards, feet, inches; pounds, ounces; gallons, quarts, pints, cups; and hours, minutes) to equivalent measurements within a single system of measurement. Only whole number measurements may be used.

- **MA.5.M.2.1:** Solve multi-step real-world problems involving money using decimal notation.

Related Access Points

- **MA.5.M.2.AP.1:** Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation with all terms less than $20.00 (e.g., $11.74 + $5.31, $10.99 − $3.26).

- **MA.5.NSO.1.1:** Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.

  Related Access Points

  - **MA.5.NSO.1.AP.1:** Explore how the value of a digit in a multi-digit number with decimals to the hundredths changes if the digit moves one place to the left. Multi-digit numbers not to exceed 9.99.

- **MA.5.NSO.1.2:**

  Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.

  Related Access Points

  - **MA.5.NSO.1.AP.2:** Read and generate multi-digit numbers with decimals to the hundredths using standard form and expanded form. Multi-digit numbers not to exceed 9.99.

- **MA.5.NSO.1.3:**

  Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.

  Related Access Points

  - **MA.5.NSO.1.AP.3:** Compose and decompose multi-digit numbers with decimals to the hundredths. Demonstrate each composition or decomposition with objects, drawings, expressions or equations. Multi-digit numbers not to exceed 9.99.

- **MA.5.NSO.1.4:**

  Plot, order and compare multi-digit numbers with decimals up to the thousandths.

  Clarifications:

  Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of digits.

  Clarification 2: Scaled number lines must be provided and can be a representation of any range of numbers.

  Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).

  Related Access Points

  - **MA.5.NSO.1.AP.4:** Plot, order and compare multi-digit numbers with decimals up to the hundredths. Multi-digit numbers not to exceed 9.99.

- **MA.5.NSO.1.5:** Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.

  Related Access Points

- **MA.5.NSO.1.AP.5:** 5 Round multi-digit numbers with decimals to the tenths to the nearest whole number (e.g., 1.7 rounds to 2); and numbers with decimals to the hundredths to the nearest tenth (e.g., 2.36 rounds to 2.4). Multi-digit numbers not to exceed 9.99.

- **MA.5.NSO.2.1:** Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.

  Related Access Points
  - **MA.5.NSO.2.AP.1:** Explore multiplication of two whole numbers, up to two digits by two digits.

- **MA.5.NSO.2.2:**

  Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.

  Clarifications:

  Clarification 1: Within this benchmark, the expectation is not to use simplest form for fractions.

  Related Access Points
  - **MA.5.NSO.2.AP.2:** Apply a strategy to divide two whole numbers up to two digits by one digit, including the possibility of whole number remainders.

- **MA.5.NSO.2.3:** Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.

  Related Access Points
  - **MA.5.NSO.2.AP.3:** Apply a strategy to add and subtract multi-digit numbers with decimals to the tenths (e.g., 3.3 + 0.5) and hundredths (e.g., 1.25 − 0.12). Multi-digit numbers not to exceed 9.99.

- **MA.5.NSO.2.4:** Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.

  Clarifications:
  Clarification 1: Estimating quotients builds the foundation for division using a standard algorithm.

  Clarification 2: Instruction includes the use of models based on place value and the properties of operations.

  Related Access Points
  - **MA.5.NSO.2.AP.4:** Explore the estimation of products and quotients of two multi-digit numbers with decimals to the tenths (e.g., 8.9 × 2.3 becomes 9 × 2 by rounding both factors to the nearest whole number). Multi-digit numbers not to exceed 9.9.

- **MA.5.NSO.2.5:**

  Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.

  Clarifications:

  Clarification 1: Instruction focuses on the place value of the digit when multiplying or dividing.

Related Access Points

- **MA.5.NSO.2.AP.5:** 5 Explore multiplying and dividing single-digit whole numbers by one-tenth and one-hundredth.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.MA.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7712060

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MATH GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mathematics (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades Mathematics (Middle Grades 5-9)

Access Music Grade Kindergarten (#7713020)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: .

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MU.K.C.1.1:** Respond to music from various sound sources to show awareness of steady beat.

  Related Access Points
  - **MU.K.C.1.In.a:** Demonstrate awareness of a steady beat or pulse.
  - **MU.K.C.1.Su.a:** Respond to music from various sources.
  - **MU.K.C.1.Pa.a:** Attend to sounds from various sources.

- **MU.K.C.1.2:** Identify various sounds in a piece of music.

  Related Access Points

- **MU.K.C.1.In.b:** Recognize selected sounds from various sound sources.
- **MU.K.C.1.Su.b:** Respond to a variety of sounds from various sound sources.
- **MU.K.C.1.Pa.a:** Attend to sounds from various sources.

- **MU.K.C.1.3:** Identify, visually and aurally, pitched and unpitched classroom instruments.

  Related Access Points
  - **MU.K.C.1.In.c:** Distinguish between singing, speaking, and whispering voices.
  - **MU.K.C.1.Su.c:** Explore sounds from various sound sources.
  - **MU.K.C.1.Pa.a:** Attend to sounds from various sources.

- **MU.K.C.1.4:** Identify singing, speaking, and whispering voices.

  Related Access Points
  - **MU.K.C.1.In.c:** Distinguish between singing, speaking, and whispering voices.
  - **MU.K.C.1.Su.b:** Respond to a variety of sounds from various sound sources.
  - **MU.K.C.1.Pa.a:** Attend to sounds from various sources.

- **MU.K.C.2.1:** Identify similarities and/or differences in a performance.

  Related Access Points
  - **MU.K.C.2.In.a:** Explore different performances of familiar songs.
  - **MU.K.C.2.Su.a:** Respond to performances of familiar songs.
  - **MU.K.C.2.Pa.a:** Attend to performances of familiar songs.

- **MU.K.C.3.1:** Share opinions about selected pieces of music.

  Related Access Points
  - **MU.K.C.3.In.a:** Identify preferred musical examples.
  - **MU.K.C.3.Su.a:** Respond to a variety of music.
  - **MU.K.C.3.Pa.a:** Attend to a variety of music.

- **MU.K.F.1.1:** Respond to and explore music through creative play and found sounds in the music classroom.

  Related Access Points
  - **MU.K.F.1.In.a:** Explore music through creative play and found sounds in the music classroom.
  - **MU.K.F.1.Su.a:** Explore a variety of sounds in the classroom.
  - **MU.K.F.1.Pa.a:** Attend to a variety of sounds in the classroom.

- **MU.K.F.3.1:** Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

  Related Access Points
  - **MU.K.F.3.In.a:** Demonstrate cooperative musical, classroom, and play behaviors.
  - **MU.K.F.3.Su.a:** Cooperate in guided musical, classroom, and play activities.
  - **MU.K.F.3.Pa.a:** Cooperate in guided musical activities.

- **MU.K.H.1.1:** Respond to music from diverse cultures through singing and movement.

  Related Access Points
  - **MU.K.H.1.In.a:** Respond to music from a variety of cultures and musical periods.
  - **MU.K.H.1.Su.a:** Explore music from a variety of cultures and musical periods.

- **MU.K.H.1.Pa.a:** Attend to music from a variety of cultures and musical periods.

- **MU.K.H.2.1:** Respond to and/or perform folk music of American cultural sub-groups.

  Related Access Points
  - **MU.K.H.2.In.a:** Respond to music of American cultural sub-groups.
  - **MU.K.H.2.Su.a:** Explore music of American cultural sub-groups.
  - **MU.K.H.2.Pa.a:** Attend to music of American cultural sub-groups.

- **MU.K.H.3.1:** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

  Related Access Points
  - **MU.K.H.3.In.a:** Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
  - **MU.K.H.3.Su.a:** Explore simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
  - **MU.K.H.3.Pa.a:** Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

- **MU.K.O.1.1:** Respond to beat, rhythm, and melodic line through imitation.

  Related Access Points
  - **MU.K.O.1.In.a:** Demonstrate awareness of beat and rhythm.
  - **MU.K.O.1.Su.a:** Explore a variety of music.
  - **MU.K.O.1.Su.b:** Respond to a variety of music.
  - **MU.K.O.1.Pa.a:** Attend to a variety of music.

- **MU.K.O.1.2:** Identify similarities and differences in melodic phrases and/or rhythm patterns.

  Related Access Points
  - **MU.K.O.1.In.a:** Demonstrate awareness of beat and rhythm.
  - **MU.K.O.1.Su.a:** Explore a variety of music.
  - **MU.K.O.1.Pa.a:** Attend to a variety of music.

- **MU.K.O.3.1:** Respond to music to demonstrate how it makes one feel.

  Related Access Points
  - **MU.K.O.3.In.a:** Demonstrate awareness of beat and rhythm.
  - **MU.K.O.3.Su.a:** Explore a variety of music.
  - **MU.K.O.3.Pa.a:** Attend to a variety of music.

- **MU.K.S.1.1:** Improvise a response to a musical question sung or played by someone else.

  Related Access Points
  - **MU.K.S.1.In.a:** Respond to simple vocal or instrumental patterns or songs.
  - **MU.K.S.1.Su.a:** Explore simple vocal or instrumental patterns or songs.
  - **MU.K.S.1.Pa.a:** Attend to simple vocal or instrumental patterns or songs.

- **MU.K.S.2.1:** Sing or play songs from memory.

  Related Access Points
  - **MU.K.S.2.In.a:** Sing or play songs from a model.
  - **MU.K.S.2.Su.a:** Explore familiar songs.

- **MU.K.S.2.Pa.a:** Attend to familiar songs.

- **MU.K.S.3.1:** Sing songs of limited range appropriate to the young child and use the head voice.

  Related Access Points
  - **MU.K.S.3.In.a:** Sing or play songs from a model.
  - **MU.K.S.3.Su.a:** Explore familiar songs.
  - **MU.K.S.3.Pa.a:** Attend to familiar songs.

- **MU.K.S.3.2:** Perform simple songs and accompaniments.

  Related Access Points
  - **MU.K.S.3.In.a:** Sing or play songs from a model.
  - **MU.K.S.3.Su.a:** Explore familiar songs.
  - **MU.K.S.3.Pa.a:** Attend to familiar songs.

- **MU.K.S.3.3:** Match pitches in a song or musical phrase in one or more keys.

  Related Access Points
  - **MU.K.S.3.In.a:** Sing or play songs from a model.
  - **MU.K.S.3.Su.a:** Explore familiar songs.
  - **MU.K.S.3.Pa.a:** Attend to familiar songs.

- **MU.K.S.3.4:** Imitate simple rhythm patterns played by the teacher or a peer.

  Related Access Points
  - **MU.K.S.3.In.a:** Sing or play songs from a model.
  - **MU.K.S.3.Su.a:** Explore familiar songs.
  - **MU.K.S.3.Pa.a:** Attend to familiar songs.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"

- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

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- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

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  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **PE.K.C.2.1:** Recognize locomotor skills.

  Related Access Points
  - **PE.K.C.2.In.a:** Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.
  - **PE.K.C.2.Su.a:** Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.
  - **PE.K.C.2.Pa.a:** Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping.

- **PE.K.C.2.2:** Recognize physical activities have safety rules and procedures.

  Related Access Points
  - **PE.K.C.2.In.b:** Recognize that physical activities have safety rules.
  - **PE.K.C.2.Su.b:** Recognize that a physical activity has safety rules.
  - **PE.K.C.2.Pa.b:** Recognize a safety rule.

- **PE.K.R.6.2:** Identify a benefit of willingly trying new movements and motor skills.

  Related Access Points
  - **PE.K.R.6.In.b:** Recognize a benefit of willingly trying new motor movements.
  - **PE.K.R.6.Su.b:** Recognize a benefit of willingly trying selected new motor movements.
  - **PE.K.R.6.Pa.b:** Recognize motor movements.

- **PE.K.R.6.3:** Identify the benefits of continuing to participate when not successful on the first try.

  Related Access Points
  - **PE.K.R.6.In.c:** Recognize benefit of continuing to participate when not successful.

- **PE.K.R.6.Su.c:** Recognize benefit of trying when not successful.
- **PE.K.R.6.Pa.c:** Continue to attend when not successful.

- **DA.K.O.3.1:** Use movement to express a feeling, idea, or story.

  Related Access Points
  - **DA.K.O.3.In.0:** Associate selected movements with emotions.
  - **DA.K.O.3.Su.0:** Associate a selected movement with an emotion.
  - **DA.K.O.3.Pa.0:** Attend to selected movements.

- **DA.K.S.3.3:** Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

  Related Access Points
  - **DA.K.S.3.In.0:** Refine gross and fine locomotor skills through repetition.
  - **DA.K.S.3.Su.1:** Refine basic gross-motor movements through repetition.
  - **DA.K.S.3.Pa.0:** Attend to basic gross-motor movements.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.K.B.5.3 (Archived Standard):** Recognize the consequences of not following rules/practices when making healthy and safe decisions.

  Related Access Points
  - **HE.K.B.5.In.c:** Recognize the consequences of not following selected school rules/practices when making healthy and safe decisions, such as getting hurt or hurting others.
  - **HE.K.B.5.Su.c:** Recognize a consequence of not following classroom rules/practices related to healthy and safe decisions, such as getting hurt or hurting others.
  - **HE.K.B.5.Pa.c:** Associate a consequence with a classroom rule/practice, such as getting hurt or hurting others.

- **SC.K.P.10.1:** Observe that things that make sound vibrate.

  Related Access Points
  - **SC.K.P.10.In.1:** Identify objects that create specific sounds.
  - **SC.K.P.10.Su.1:** Match sounds to specific objects.
  - **SC.K.P.10.Pa.1:** Recognize and respond to common sounds.

- **TH.K.S.1.3:** Describe personal preferences related to a performance.

  Related Access Points
  - **TH.K.S.1.In.c:** Identify preferred theatre performances and media.
  - **TH.K.S.1.Su.c:** Respond to simple theatre performances and media.
  - **TH.K.S.1.Pa.c:** Attend to theatre performances of others.

Course Information

General Information

Course Number: 7713020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MUSIC GRADE K

Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval
Grade Level(s): K

Educator Certifications

- Music (Elementary and Secondary Grades K-12)
- Music Education (Elementary Grades 1-6)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Music Grade 1 (#7713025)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: .

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MU.1.C.1.1:** Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

  Related Access Points
  - **MU.1.C.1.In.a:** Recognize teacher-selected musical characteristics in a song or instrumental piece.
  - **MU.1.C.1.Su.a:** Attend to teacher-selected musical characteristics in a song or instrumental piece.
  - **MU.1.C.1.Pa.a:** Explore sounds from various sound sources.

- **MU.1.C.1.2:** Respond to music from various sound sources to show awareness of differences in musical ideas.

  Related Access Points
  - **MU.1.C.2.In.a:** Recognize similarities and/or differences between two performances of a familiar song.
  - **MU.1.C.2.Su.a:** Explore different performances of familiar songs.
  - **MU.1.C.2.Pa.a:** Explore a variety of familiar songs.

- **MU.1.C.1.3:** Classify instruments into pitched and unpitched percussion families.

  Related Access Points
  - **MU.1.C.1.In.b:** Distinguish between pitched and unpitched classroom instruments.
  - **MU.1.C.1.Su.b:** Recognize differences in pitch.
  - **MU.1.C.3.Pa.a:** Explore a variety of music.

- **MU.1.C.1.4:** Differentiate between music performed by one singer and music performed by a group of singers.

  Related Access Points
  - **MU.1.C.1.In.c:** Distinguish between instrumental music and vocal music.
  - **MU.1.C.1.Su.a:** Attend to teacher-selected musical characteristics in a song or instrumental piece.
  - **MU.1.C.1.Pa.a:** Explore sounds from various sound sources.

- **MU.1.C.2.1:** Identify the similarities and differences between two performances of a familiar song.

  Related Access Points
  - **MU.1.C.2.In.a:** Recognize similarities and/or differences between two performances of a familiar song.
  - **MU.1.C.2.Su.a:** Explore different performances of familiar songs.
  - **MU.1.C.2.Pa.a:** Explore a variety of familiar songs.

- **MU.1.C.3.1:** Share different thoughts or feelings people have about selected pieces of music.

  Related Access Points
  - **MU.1.C.3.In.a:** Express an opinion about selected pieces of music.
  - **MU.1.C.3.Su.a:** Select preferred musical examples.
  - **MU.1.C.3.Pa.a:** Explore a variety of music.

- **MU.1.F.1.1:** Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

  Related Access Points
  - **MU.1.F.1.In.a:** Imitate a variety of sounds or movements using props, instruments, and/or found sounds.
  - **MU.1.F.1.Su.a:** Explore a variety of sounds or movements using props, instruments, and/or found sounds.
  - **MU.1.F.1.Pa.a:** Attend to a variety of sounds or movements using props, instruments, and/or found sounds.

- **MU.1.F.2.1:** Describe how he or she likes to participate in music.

  Related Access Points

- **MU.1.F.2.In.a:** Identify preferred ways to participate in music.
- **MU.1.F.2.Su.a:** Explore a variety of ways to participate in music.
- **MU.1.F.2.Pa.a:** Attend to a variety of ways of participating in music.

- **MU.1.F.3.1:** Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

  Related Access Points
  - **MU.1.F.3.In.a:** Contribute to collaborative tasks related to music.
  - **MU.1.F.3.Su.a:** Cooperate in classroom and play activities.
  - **MU.1.F.3.Pa.a:** Attend to tasks related to music.

- **MU.1.H.1.1:** Perform simple songs, dances, and musical games from a variety of cultures.

  Related Access Points
  - **MU.1.H.1.In.a:** Respond to simple songs, dances, and musical games from a variety of cultures.
  - **MU.1.H.1.Su.a:** Explore simple songs, dances, and musical games from a variety of cultures.
  - **MU.1.H.1.Pa.a:** Attend to simple songs, dances, and musical games from a variety of cultures.

- **MU.1.H.1.2:** Explain the work of a composer.

  Related Access Points
  - **MU.1.H.1.In.a:** Respond to simple songs, dances, and musical games from a variety of cultures.
  - **MU.1.H.1.Su.a:** Explore simple songs, dances, and musical games from a variety of cultures.
  - **MU.1.H.1.Pa.a:** Attend to simple songs, dances, and musical games from a variety of cultures.

- **MU.1.H.2.1:** Identify and perform folk music used to remember and honor America and its cultural heritage.

  Related Access Points
  - **MU.1.H.2.In.a:** Respond to folk music used to remember and honor America and its cultural heritage.
  - **MU.1.H.2.Su.a:** Explore folk music used to remember and honor America and its cultural heritage.
  - **MU.1.H.2.Pa.a:** Attend to folk music used to remember and honor America and its cultural heritage.

- **MU.1.H.3.1:** Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

  Related Access Points
  - **MU.1.H.3.In.a:** Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants.
  - **MU.1.H.3.Su.a:** Explore the use of instruments and vocal sounds to enhance specified words or phrases.
  - **MU.1.H.3.Pa.a:** Attend to the use of instruments and vocal sounds.

- **MU.1.O.1.1:** Respond to contrasts in music as a foundation for understanding structure.

  Related Access Points
  - **MU.1.O.1.In.a:** Recognize contrasts in music as a foundation for understanding structure.
  - **MU.1.O.1.Su.a:** Recognize a contrast in music as a foundation for understanding structure.
  - **MU.1.O.1.Pa.a:** Explore a variety of music.

- **MU.1.O.1.2:** Identify patterns of a simple, four-measure song or speech piece.

  Related Access Points
  - **MU.1.O.1.In.b:** Imitate patterns of a simple, four-measure song or speech piece.
  - **MU.1.O.1.Su.b:** Demonstrate awareness of beat or rhythm.
  - **MU.1.O.1.Pa.a:** Explore a variety of music.

- **MU.1.O.3.1:** Respond to changes in tempo and/or dynamics within musical examples.

  Related Access Points
  - **MU.1.O.3.In.a:** Demonstrate awareness of changes in tempo and/or dynamics within musical examples.
  - **MU.1.O.3.Su.a:** Respond to a variety of music.
  - **MU.1.O.3.Pa.a:** Explore a variety of music.

- **MU.1.S.1.1:** Improvise a four-beat response to a musical question sung or played by someone else.

  Related Access Points
  - **MU.1.S.1.In.a:** Imitate simple vocal or instrumental musical patterns or songs.
  - **MU.1.S.1.Su.a:** Respond to simple vocal or instrumental patterns or songs.
  - **MU.1.S.1.Pa.a:** Explore simple vocal or instrumental patterns or songs.

- **MU.1.S.1.2:** Create short melodic and rhythmic patterns based on teacher-established guidelines.

  Related Access Points
  - **MU.1.S.1.In.a:** Imitate simple vocal or instrumental musical patterns or songs.
  - **MU.1.S.1.Su.a:** Respond to simple vocal or instrumental patterns or songs.
  - **MU.1.S.1.Pa.a:** Explore simple vocal or instrumental patterns or songs.

- **MU.1.S.2.1:** Sing or play songs, which may include changes in verses or repeats, from memory.

  Related Access Points
  - **MU.1.S.2.In.a:** Sing or play songs from a model, including changes in verses or repeats.
  - **MU.1.S.2.Su.a:** Respond to familiar songs.
  - **MU.1.S.2.Pa.a:** Explore familiar songs.

- **MU.1.S.3.1:** Sing simple songs in a group, using head voice and maintaining pitch.

  Related Access Points
  - **MU.1.S.3.In.a:** Sing or play songs from memory.
  - **MU.1.S.3.Su.a:** Sing or play songs from a model.
  - **MU.1.S.3.Pa.a:** Respond to familiar songs.

- **MU.1.S.3.2:** Play three- to five-note melodies and/or accompaniments on classroom instruments.

  Related Access Points
  - **MU.1.S.3.In.b:** Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
  - **MU.1.S.3.Su.b:** Respond to simple vocal or instrumental patterns and/or accompaniments.
  - **MU.1.S.3.Pa.b:** Explore simple vocal or instrumental patterns and/or accompaniments.

- **MU.1.S.3.3:** Sing simple la-sol-mi patterns at sight.

  Related Access Points
  - **MU.1.S.3.In.c:** Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
  - **MU.1.S.3.Su.c:** Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
  - **MU.1.S.3.Pa.c:** Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.

- **MU.1.S.3.4:** Match simple aural rhythm patterns in duple meter with written patterns.

  Related Access Points
  - **MU.1.S.3.In.b:** Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
  - **MU.1.S.3.Su.b:** Respond to simple vocal or instrumental patterns and/or accompaniments.
  - **MU.1.S.3.Pa.b:** Explore simple vocal or instrumental patterns and/or accompaniments.

- **MU.1.S.3.5:** Show visual representation of simple melodic patterns performed by the teacher or a peer.

  Related Access Points
  - **MU.1.S.3.In.c:** Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
  - **MU.1.S.3.Su.c:** Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
  - **MU.1.S.3.Pa.c:** Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **DA.1.O.3.1:** Create movement phrases to express a feeling, idea, or story.

  Related Access Points
  - **DA.1.O.3.In.0:** Imitate movement phrases to express a feeling, idea, or story.
  - **DA.1.O.3.Su.0:** Imitate movements.
  - **DA.1.O.3.Pa.0:** Respond to selected movements.

- **DA.1.S.3.4:** Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.

  Related Access Points
  - **DA.1.S.3.In.1:** Imitate a variety of rhythmic patterns.
  - **DA.1.S.3.Su.1:** Explore a variety of rhythmic patterns.
  - **DA.1.S.3.Pa.1:** Attend to a variety of rhythmic patterns.

- **PE.1.C.2.1:** Identify the critical elements of locomotor skills.

  Related Access Points
  - **PE.1.C.2.In.a:** Identify a characteristic of a variety of locomotor skills.

- **PE.1.C.2.Su.a:** Recognize a characteristic of a locomotor skill.
- **PE.1.C.2.Pa.a:** Recognize a locomotor skill.

- **PE.1.C.2.2:** Identify safety rules and procedures for teacher-selected physical activities.

  Related Access Points
  - **PE.1.C.2.In.b:** Recognize safety rules and procedures for teacher-selected physical activities.
  - **PE.1.C.2.Su.b:** Recognize safety rules for teacher-selected physical activities.
  - **PE.1.C.2.Pa.b:** Recognize a safety rule for teacher-selected physical activities.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.1.B.5.3 (Archived Standard):** Explain the consequences of not following rules/practices when making healthy and safe decisions.

  Related Access Points
  - **HE.1.B.5.In.c:** Identify consequences of not following rules/practices when making healthy and safe decisions, such as personal injury, tooth decay, environmental damage, and illness.
  - **HE.1.B.5.Su.c:** Identify a consequence of not following a classroom rule/practice when making healthy and safe decisions, such as personal injury, tooth decay, or illness.
  - **HE.1.B.5.Pa.c:** Recognize a selected consequence for not following a selected class rule related to healthy and safe decisions, such as a personal injury or illness.

- **TH.1.S.1.3:** Explain personal preferences related to a performance.

  Related Access Points
  - **TH.1.S.1.In.c:** Express an opinion about selected theatre performances.
  - **TH.1.S.1.Su.c:** Identify preferred simple theatre performances.
  - **TH.1.S.1.Pa.c:** Explore theatre performances.

Course Information

General Information

Course Number: 7713025

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MUSIC GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 1

Educator Certifications

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Music Grade 2 (#7713030)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: .

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MU.2.C.1.1:** Identify appropriate listening skills for learning about musical examples selected by the teacher.

  Related Access Points
  - **MU.2.C.1.In.a:** Use a teacher-selected sensory skill to recognize specified musical characteristics.
  - **MU.2.C.1.Su.a:** Recognize a teacher-selected musical characteristic in a song or instrumental piece.
  - **MU.2.C.1.Pa.a:** Attend to a teacher-selected musical characteristic in a song or instrumental piece.

- **MU.2.C.1.2:** Respond to a piece of music and discuss individual interpretations.

  Related Access Points
  - **MU.2.C.1.In.b:** Respond to a musical work in a variety of ways.
  - **MU.2.C.1.Su.b:** Respond to a musical work.
  - **MU.2.C.1.Pa.b:** Explore a variety of music.

- **MU.2.C.1.3:** Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

  Related Access Points
  - **MU.2.C.1.In.c:** Identify a variety of unpitched instruments.
  - **MU.2.C.1.Su.c:** Explore unpitched classroom instruments.
  - **MU.2.C.1.Pa.c:** Explore differences in pitch.

- **MU.2.C.1.4:** Identify child, adult male, and adult female voices by timbre.

  Related Access Points
  - **MU.2.C.1.In.a:** Use a teacher-selected sensory skill to recognize specified musical characteristics.
  - **MU.2.C.1.Su.a:** Recognize a teacher-selected musical characteristic in a song or instrumental piece.
  - **MU.2.C.1.Pa.a:** Attend to a teacher-selected musical characteristic in a song or instrumental piece.

- **MU.2.C.2.1:** Identify strengths and needs in classroom performances of familiar songs.

  Related Access Points
  - **MU.2.C.2.In.a:** Identify preferred and non-preferred performances of familiar songs.
  - **MU.2.C.2.Su.a:** Select preferred performances of familiar songs.
  - **MU.2.C.2.Pa.a:** Respond to performances of familiar songs.

- **MU.2.C.3.1:** Discuss why musical characteristics are important when forming and discussing opinions about music.

  Related Access Points
  - **MU.2.C.3.In.a:** Recognize characteristics of a variety of music.
  - **MU.2.C.3.Su.a:** Respond to a variety of music characteristics.
  - **MU.2.C.3.Pa.a:** Attend to a variety of music characteristics.

- **MU.2.F.1.1:** Create a musical performance that brings a story or poem to life.

  Related Access Points
  - **MU.2.F.1.In.a:** Create, interpret, or respond to a musical performance that brings a story or poem to life.
  - **MU.2.F.1.Su.a:** Imitate sounds or movements that represent a story character, setting, or theme.
  - **MU.2.F.1.Pa.a:** Explore a variety of sounds and movements that represent a story character, setting, or theme.

- **MU.2.F.2.1:** Describe how people participate in music.

  Related Access Points
  - **MU.2.F.2.In.a:** Identify a variety of ways people participate in music.
  - **MU.2.F.2.Su.a:** Recognize different ways people participate in music.

- **MU.2.F.2.Pa.a:** Explore different ways people participate in music.

- **MU.2.F.3.1:** Collaborate with others in a music presentation and discuss what was successful and what could be improved.

  Related Access Points
  - **MU.2.F.3.In.a:** Demonstrate a variety of collaborative skills.
  - **MU.2.F.3.Su.a:** Demonstrate a collaborative skill.
  - **MU.2.F.3.Pa.a:** Contribute to a class musical performance.

- **MU.2.H.1.1:** Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

  Related Access Points
  - **MU.2.H.1.In.a:** Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
  - **MU.2.H.1.Su.a:** Imitate songs, games, and dances from a variety of cultures.
  - **MU.2.H.1.Pa.a:** Explore simple songs, dances, and musical games from a variety of cultures.

- **MU.2.H.1.2:** Identify the primary differences between composed and folk music.

  Related Access Points
  - **MU.2.H.1.In.a:** Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
  - **MU.2.H.1.Su.a:** Imitate songs, games, and dances from a variety of cultures.
  - **MU.2.H.1.Pa.a:** Explore simple songs, dances, and musical games from a variety of cultures.

- **MU.2.H.2.1:** Discuss how music is used for celebrations in American and other cultures.

  Related Access Points
  - **MU.2.H.2.In.a:** Identify music used for celebrations in American and other cultures.
  - **MU.2.H.2.Su.a:** Match musical examples to their function.
  - **MU.2.H.2.Pa.a:** Explore music used for celebrations in American and other cultures.

- **MU.2.H.3.1:** Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

  Related Access Points
  - **MU.2.H.3.In.a:** Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts.
  - **MU.2.H.3.Su.a:** Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts.
  - **MU.2.H.3.Pa.a:** Explore the use of instruments and vocal sounds.

- **MU.2.O.1.1:** Identify basic elements of music in a song or instrumental excerpt.

  Related Access Points
  - **MU.2.O.1.In.a:** Recognize basic elements of music in a song or instrumental excerpt.
  - **MU.2.O.1.Su.a:** Demonstrate awareness of beat and rhythm.
  - **MU.2.O.1.Pa.a:** Respond to a variety of music.

- **MU.2.O.1.2:** Identify the form of a simple piece of music.

Related Access Points

- **MU.2.O.1.In.b:** Identify similarities and differences in melodic phrases and/or rhythm patterns.
- **MU.2.O.1.Su.a:** Demonstrate awareness of beat and rhythm.
- **MU.2.O.1.Pa.a:** Respond to a variety of music.

- **MU.2.O.3.1:** Describe changes in tempo and dynamics within a musical work.

  Related Access Points

  - **MU.2.O.3.In.a:** Respond to music to demonstrate how it makes one feel.
  - **MU.2.O.3.Su.a:** Demonstrate awareness of beat and rhythm.
  - **MU.2.O.3.Pa.a:** Explore a variety of music.

- **MU.2.S.1.1:** Improvise short phrases in response to a given musical question.

  Related Access Points

  - **MU.2.S.1.In.a:** Perform simple vocal or instrumental musical patterns or songs.
  - **MU.2.S.1.Su.a:** Imitate simple vocal or instrumental patterns or songs.
  - **MU.2.S.1.Pa.a:** Respond to a variety of simple vocal or instrumental patterns or songs.

- **MU.2.S.1.2:** Create simple ostinati to accompany songs or poems.

  Related Access Points

  - **MU.2.S.1.In.a:** Perform simple vocal or instrumental musical patterns or songs.
  - **MU.2.S.1.Su.a:** Imitate simple vocal or instrumental patterns or songs.
  - **MU.2.S.1.Pa.a:** Respond to a variety of simple vocal or instrumental patterns or songs.

- **MU.2.S.2.1:** Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

  Related Access Points

  - **MU.2.S.2.In.a:** Sing or play songs from memory.
  - **MU.2.S.2.Su.a:** Sing or play songs from a model.
  - **MU.2.S.2.Pa.a:** Respond to familiar songs.

- **MU.2.S.3.1:** Sing songs in an appropriate range, using head voice and maintaining pitch.

  Related Access Points

  - **MU.2.S.3.In.a:** Sing songs of limited range using the head voice.
  - **MU.2.S.3.Su.a:** Sing or play songs from a model.
  - **MU.2.S.3.Pa.a:** Explore familiar songs.

- **MU.2.S.3.2:** Play simple melodies and/or accompaniments on classroom instruments.

  Related Access Points

  - **MU.2.S.3.In.b:** Perform simple songs and accompaniments.
  - **MU.2.S.3.Su.b:** Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
  - **MU.2.S.3.Pa.b:** Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

- **MU.2.S.3.3:** Sing simple la-sol-mi-do patterns at sight.

  Related Access Points

- **MU.2.S.3.In.c:** Sing simple la-sol-mi-do patterns from a model.
- **MU.2.S.3.Su.a:** Sing or play songs from a model.
- **MU.2.S.3.Pa.a:** Explore familiar songs.

- **MU.2.S.3.4:** Compare aural melodic patterns with written patterns to determine whether they are the same or different.

  Related Access Points
  - **MU.2.S.3.In.d:** Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
  - **MU.2.S.3.Su.a:** Sing or play songs from a model.
  - **MU.2.S.3.Pa.a:** Explore familiar songs.

- **MU.2.S.3.5:** Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

  Related Access Points
  - **MU.2.S.3.In.d:** Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
  - **MU.2.S.3.Su.b:** Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
  - **MU.2.S.3.Pa.b:** Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **PE.2.C.2.2:** Identify safety rules and procedures for selected physical activities.

  Related Access Points
  - **PE.2.C.2.In.b:** Recognize safety rules and procedures for selected physical activities.
  - **PE.2.C.2.Su.b:** Recognize safety rules for selected physical activities.
  - **PE.2.C.2.Pa.b:** Recognize a safety rule for selected physical activities.

- **PE.2.M.1.9:** Perform one folk or line dance accurately.

  Related Access Points
  - **PE.2.M.1.In.i:** Perform one folk or line dance.
  - **PE.2.M.1.Su.i:** Imitate a pattern of steps associated with a folk or line dance.
  - **PE.2.M.1.Pa.i:** Perform a guided movement associated with folk or line dance.

- **PE.2.R.6.2:** Discuss the relationship between skill competence and enjoyment.

  Related Access Points
  - **PE.2.R.6.In.b:** Identify the relationship between skill competence and enjoyment.
  - **PE.2.R.6.Su.b:** Recognize the relationship between doing something well and enjoyment.
  - **PE.2.R.6.Pa.b:** Associate activities that are done well with enjoyment.

- **PE.2.R.6.3:** Identify ways to contribute as a member of a cooperative group.

  Related Access Points
  - **PE.2.R.6.In.c:** Select ways to contribute as a member of a cooperative group.
  - **PE.2.R.6.Su.c:** Select a way to contribute as a member of a cooperative group.
  - **PE.2.R.6.Pa.c:** Work with others in a guided group activity.

- **DA.2.O.3.1:** Use movement to interpret feelings, stories, pictures, and songs.

  Related Access Points
  - **DA.2.O.3.In.0:** Demonstrate dance movement to communicate feelings or ideas.
  - **DA.2.O.3.Su.0:** Associate selected movements with emotions.
  - **DA.2.O.3.Pa.0:** Associate a selected movement with an emotion.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **HE.2.B.5.3 (Archived Standard):** Compare the consequences of not following rules/practices when making healthy and safe decisions.

  Related Access Points
  - **HE.2.B.5.In.c:** Describe the consequences of not following rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.
  - **HE.2.B.5.Su.c:** Identify the consequences of not following school rules/practices when making healthy and safe decisions, such as negative emotions, accidents, injuries, and pollution.
  - **HE.2.B.5.Pa.c:** Recognize health consequences of not following a selected classroom rule, such as accidents or injuries.
- **TH.2.C.1.1:** Describe a character in a story and tell why the character is important to the story.

  Related Access Points
  - **TH.2.C.1.In.a:** Identify an important character in the story.
  - **TH.2.C.1.Su.a:** Identify a character in a story.
  - **TH.2.C.1.Pa.a:** Associate a character to a story.

Course Information

General Information

Course Number: 7713030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MUSIC GRADE 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 2

Educator Certifications

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Music Grade 3 (#7713035)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: {{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MU.3.C.1.1:** Describe listening skills and how they support appreciation of musical works.

  Related Access Points
  - **MU.3.C.1.In.a:** Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
  - **MU.3.C.1.Su.a:** Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
  - **MU.3.C.1.Pa.a:** Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

- **MU.3.C.1.2:** Respond to a musical work in a variety of ways and compare individual interpretations.

  Related Access Points
  - **MU.3.C.1.In.b:** Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
  - **MU.3.C.1.Su.b:** Respond to teacher-selected musical characteristics in a song or instrumental piece.
  - **MU.3.C.1.Pa.a:** Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

- **MU.3.C.1.3:** Identify families of orchestral and band instruments.

  Related Access Points
  - **MU.3.C.1.In.c:** Identify a variety of orchestral and band instruments.
  - **MU.3.C.1.Su.c:** Recognize selected orchestral and band instruments.
  - **MU.3.C.1.Pa.b:** Attend using senses to a variety of orchestral and band instruments.

- **MU.3.C.1.4:** Discriminate between unison and two-part singing.

  Related Access Points
  - **MU.3.C.1.In.d:** Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
  - **MU.3.C.1.Su.d:** Distinguish between music and song.
  - **MU.3.C.1.Pa.a:** Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

- **MU.3.C.2.1:** Evaluate performances of familiar music using teacher-established criteria.

  Related Access Points
  - **MU.3.C.2.In.a:** Identify a reason for preferring one performance of a familiar song over another.
  - **MU.3.C.2.Su.a:** Use a teacher-selected criterion to evaluate performances of familiar music.
  - **MU.3.C.2.Pa.a:** Select preferred familiar songs.

- **MU.3.C.3.1:** Identify musical characteristics and elements within a piece of music when discussing the value of the work.

  Related Access Points
  - **MU.3.C.3.In.a:** Recognize that musical characteristics influence our opinion of the piece.
  - **MU.3.C.3.Su.a:** Recognize a variety of music characteristics.
  - **MU.3.C.3.Pa.a:** Recognize a characteristic of music.

- **MU.3.F.1.1:** Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

  Related Access Points
  - **MU.3.F.1.In.a:** Use sounds and movements to represent or enhance story or poem characteristics.
  - **MU.3.F.1.Su.a:** Imitate sounds and movements to represent or enhance story or poem characteristics.
  - **MU.3.F.1.Pa.a:** Respond to a variety of sounds and movements that represent or enhance story or poem characteristics.

- **MU.3.F.2.1:** Identify musicians in the school, community, and media.

  Related Access Points
  - **MU.3.F.2.In.a:** Identify musicians in the school, community, or media.
  - **MU.3.F.2.Su.a:** Recognize musicians in the school, community, or media.
  - **MU.3.F.2.Pa.a:** Recognize that people who make music are called musicians.

- **MU.3.F.2.2:** Describe opportunities for personal music-making.

  Related Access Points
  - **MU.3.F.2.In.b:** Identify opportunities in the school, home, or community for participating in music making.
  - **MU.3.F.2.Su.b:** Recognize opportunities in the school, home, or community for participating in music making.
  - **MU.3.F.2.Pa.b:** Recognize an opportunity in the school, home, or community for participating in music-making.

- **MU.3.F.3.1:** Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

  Related Access Points
  - **MU.3.F.3.In.a:** Sequence two or more components related to individual or collaborative musical projects.
  - **MU.3.F.3.Su.a:** Complete one or more components of individual or collaborative musical projects.
  - **MU.3.F.3.Pa.a:** Contribute to collaborative tasks related to music.

- **MU.3.H.1.1:** Compare indigenous instruments of specified cultures.

  Related Access Points
  - **MU.3.H.1.In.a:** Identify indigenous instruments of specified cultures.
  - **MU.3.H.1.Su.a:** Match selected instruments to specified cultures.
  - **MU.3.H.1.Pa.a:** Explore indigenous instruments of specified cultures.

- **MU.3.H.1.2:** Identify significant information about specified composers and one or more of their musical works.

  Related Access Points
  - **MU.3.H.1.In.b:** Recognize characteristic musical sounds from a variety of cultures.
  - **MU.3.H.1.Su.b:** Match characteristic musical sounds to specified cultures.
  - **MU.3.H.1.Pa.b:** Explore characteristic musical sounds from a variety of cultures.

- **MU.3.H.1.3:** Identify timbre(s) in music from a variety of cultures.

- **MU.3.H.2.1:** Discuss how music in America was influenced by people and events in its history.

  Related Access Points
  - **MU.3.H.2.In.a:** Recognize influences of culture and history on American music.
  - **MU.3.H.2.Su.a:** Recognize a variety of music that represents American culture or history.
  - **MU.3.H.2.Pa.a:** Associate musical examples with American culture or history.

- **MU.3.H.3.1:** Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

Related Access Points

- **MU.3.H.3.In.a:** Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts.
- **MU.3.H.3.Su.a:** Explore the use of pattern, line, and form in music and other teacher-selected contexts.
- **MU.3.H.3.Pa.a:** Respond to the use of patterns in music.

- **MU.3.O.1.1:** Identify, using correct music vocabulary, the elements in a musical work.

  Related Access Points

  - **MU.3.O.1.In.a:** Recognize basic elements in a piece of music.
  - **MU.3.O.1.Su.a:** Recognize a selected element in a piece of music.
  - **MU.3.O.1.Pa.a:** Respond to rhythmic production.

- **MU.3.O.1.2:** Identify and describe the musical form of a familiar song.

  Related Access Points

  - **MU.3.O.1.In.b:** Identify patterns in familiar songs.
  - **MU.3.O.1.Su.b:** Imitate patterns in familiar songs.
  - **MU.3.O.1.Pa.b:** Demonstrate awareness of beat or rhythm.

- **MU.3.O.2.1:** Rearrange melodic or rhythmic patterns to generate new phrases.

  Related Access Points

  - **MU.3.O.2.In.a:** Rearrange simple melodic or rhythmic patterns to generate new phrases.
  - **MU.3.O.2.Su.a:** Imitate simple melodic or rhythmic patterns.
  - **MU.3.O.2.Pa.a:** Respond to a variety of simple melodic or rhythmic patterns.

- **MU.3.O.3.1:** Describe how tempo and dynamics can change the mood or emotion of a piece of music.

  Related Access Points

  - **MU.3.O.3.In.a:** Identify the mood or emotion of a piece of music.
  - **MU.3.O.3.Su.a:** Respond to music to demonstrate how it makes one feel.
  - **MU.5.O.3.Pa.a:** Respond to music to demonstrate how it makes one feel.

- **MU.3.S.1.1:** Improvise rhythms or melodies over ostinati.

  Related Access Points

  - **MU.3.S.1.In.a:** Improvise simple vocal or instrumental musical patterns over ostinati.
  - **MU.3.S.1.Su.a:** Imitate simple vocal or instrumental patterns over ostinati.
  - **MU.3.S.1.Pa.a:** Respond to a variety of simple vocal or instrumental patterns over ostinati.

- **MU.3.S.1.2:** Create an alternate ending to a familiar song.

  Related Access Points

  - **MU.3.S.1.In.b:** Improvise simple vocal or instrumental musical patterns.
  - **MU.3.S.1.Su.b:** Imitate an alternate ending to a familiar song.
  - **MU.3.S.1.Pa.b:** Recognize an alternate ending to a familiar song.

- **MU.3.S.2.1:** Identify patterns in songs to aid the development of sequencing and memorization skills.

  Related Access Points

- **MU.3.S.2.In.a:** Imitate a variety of musical patterns in songs.
- **MU.3.S.2.Su.a:** Sing or play familiar songs from memory.
- **MU.3.S.2.Pa.a:** Recognize familiar songs.

- **MU.3.S.3.1:** Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

  Related Access Points
  - **MU.3.S.3.In.a:** Sing simple songs in a group using head voice and maintaining pitch.
  - **MU.3.S.3.Su.a:** Sing or play songs or patterns from memory.
  - **MU.3.S.3.Pa.a:** Sing or play songs from a model.

- **MU.3.S.3.2:** Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.

  Related Access Points
  - **MU.3.S.3.In.b:** Play simple melodies and/or accompaniments on classroom instruments.
  - **MU.3.S.3.Pa.a:** Sing or play songs from a model.
  - **MU.3.S.3.Pa.b:** Sing or play songs or patterns.

- **MU.3.S.3.3:** Sing simple la-sol-mi-re-do patterns at sight.

  Related Access Points
  - **MU.3.S.3.In.c:** Sing simple la-sol-mi-do patterns.
  - **MU.3.S.3.Su.a:** Sing or play songs or patterns from memory.
  - **MU.3.S.3.Pa.a:** Sing or play songs from a model.

- **MU.3.S.3.4:** Match simple aural rhythm patterns in duple and triple meter with written patterns.

  Related Access Points
  - **MU.3.S.3.In.d:** Imitate simple rhythm patterns in duple and triple meter.
  - **MU.3.S.3.Su.a:** Sing or play songs or patterns from memory.
  - **MU.3.S.3.Pa.a:** Sing or play songs from a model.

- **MU.3.S.3.5:** Notate simple rhythmic and melodic patterns using traditional notation.

  Related Access Points
  - **MU.3.S.3.In.e:** Match aurally presented notes to traditional notation.
  - **MU.3.S.3.Su.a:** Sing or play songs or patterns from memory.
  - **MU.3.S.3.Pa.a:** Sing or play songs from a model.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **PE.3.C.2.2:** Understand the importance of safety rules and procedures in all physical activities.

  Related Access Points
  - **PE.3.C.2.In.b:** Identify the importance of safety rules and procedures in physical activities.
  - **PE.3.C.2.Su.b:** Recognize the importance of safety rules and procedures in physical activities.
  - **PE.3.C.2.Pa.b:** Recognize the importance of safety rules and procedures for selected physical activities.

- **PE.3.M.1.10:** Perform one dance accurately.

  Related Access Points
  - **PE.3.M.1.In.j:** Perform one dance, such as square, contra, step or social.

- **PE.3.M.1.Su.j:** Imitate a pattern of steps associated with a dance, such as square, contra, step or social.
- **PE.3.M.1.Pa.j:** Perform a guided movement associated with a dance, such as square, contra, step or social.

- **DA.3.H.1.1:** Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

  Related Access Points
  - **DA.3.H.1.In.0:** Practice and perform social, cultural, or folk dances using associated traditional music.
  - **DA.3.H.1.Su.0:** Practice specified movement sequences in dance using associated traditional music.
  - **DA.3.H.1.Pa.0:** Explore movement in dance.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **VA.3.H.1.3:** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

  Related Access Points
  - **VA.3.H.1.In.a:** Identify common characteristics in works of art from selected cultures and times.
  - **VA.3.H.1.Su.a:** Recognize common characteristics in works of art from selected cultures and times.
  - **VA.3.H.1.Pa.a:** Recognize a common characteristic in selected works of art.

Course Information

General Information

Course Number: 7713035

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MUSIC GRADE 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 3

Educator Certifications

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)

- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Music Grade 4 (#7713040)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: {{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MU.4.C.1.1:** Develop effective listening strategies and describe how they can support appreciation of musical works.

  Related Access Points
  - **MU.4.C.1.In.a:** Identify and use appropriate sensory skills to recognize specified musical characteristics.
  - **MU.4.C.1.Su.a:** Use a teacher-selected sensory skill to recognize specified musical characteristics.
  - **MU.4.C.1.Pa.a:** Recognize a teacher-selected musical characteristic in a song or instrumental piece.

- **MU.4.C.1.2:** Describe, using correct music vocabulary, what is heard in a specific musical work.

  Related Access Points
  - **MU.4.C.2.In.a:** Identify selected basic music performance techniques to provide a foundation for critiquing self and others.
  - **MU.4.C.2.Su.b:** Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
  - **MU.4.C.1.Pa.a:** Recognize a teacher-selected musical characteristic in a song or instrumental piece.

- **MU.4.C.1.3:** Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

  Related Access Points
  - **MU.4.C.1.In.b:** Recognize families of orchestral and band instruments
  - **MU.4.C.2.Su.b:** Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
  - **MU.4.C.1.Pa.b:** Recognize selected orchestral and band instruments.

- **MU.4.C.1.4:** Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.

  Related Access Points
  - **MU.4.C.1.In.c:** Identify and use appropriate sensory skills to distinguish voice parts.
  - **MU.4.C.1.Su.c:** Use a teacher-selected sensory skill to recognize differences in voice parts.
  - **MU.4.C.1.Pa.c:** Distinguish between two voice types.

- **MU.4.C.2.1:** Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

  Related Access Points
  - **MU.4.H.2.In.a:** Identify and listen to music related to Florida's history.
  - **MU.4.H.2.Su.a:** Recognize a variety of music that represents Florida culture or history.
  - **MU.4.H.2.Pa.a:** Associate musical examples with Florida culture or history.

- **MU.4.C.2.2:** Critique specific techniques in one's own and others performances using teacher-established criteria.

  Related Access Points
  - **MU.4.H.2.In.b:** Identify a variety of venues to experience music.
  - **MU.4.H.2.Su.b:** Recognize a variety of venues to experience music.
  - **MU.4.H.2.Pa.b:** Recognize a way to interact with music.

- **MU.4.C.3.1:** Describe characteristics that make various musical works appealing.

  Related Access Points
  - **MU.4.C.3.In.a:** Identify characteristics that make various musical works appealing.
  - **MU.4.C.3.Su.a:** Recognize characteristics that make various musical works appealing.
  - **MU.4.C.3.Pa.a:** Select a characteristic that makes a musical work appealing.

- **MU.4.F.1.1:** Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

  Related Access Points

- **MU.4.F.1.In.a:** Change the feeling of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- **MU.4.F.1.Su.a:** Imitate changes in sounds and movements of melodic or rhythmic pieces.
- **MU.4.F.1.Pa.a:** Explore changes in sounds and movements of melodic or rhythmic pieces.

- **MU.4.F.2.1:** Describe roles and careers of selected musicians.

  Related Access Points
  - **MU.4.F.2.In.a:** Identify two or more community opportunities in or related to music for employment or leisure.
  - **MU.4.F.2.Su.a:** Recognize two or more community opportunities to participate in activities related to music.
  - **MU.4.F.2.Pa.a:** Associate music with leisure or recreation.

- **MU.4.F.3.1:** Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

  Related Access Points
  - **MU.4.F.3.In.a:** Identify a personal quality that supports success in music that can be applied to other fields.
  - **MU.4.F.3.Su.a:** Recognize a personal quality that supports success in music that can be applied to other fields.
  - **MU.4.F.3.Pa.a:** Recognize a personal quality that supports success in life.

- **MU.4.F.3.2:** Discuss the safe, legal way to download songs and other media.

  Related Access Points
  - **MU.4.F.3.In.a:** Identify a personal quality that supports success in music that can be applied to other fields.
  - **MU.4.F.3.Su.b:** Recognize and respect the property of others.
  - **MU.4.F.3.Pa.b:** Recognize the property of others

- **MU.4.H.1.1:** Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

  Related Access Points
  - **MU.4.H.1.In.a:** Identify common uses of music within specific cultures.
  - **MU.4.H.1.Su.a:** Recognize common uses of music within specific cultures.
  - **MU.4.H.1.Pa.a:** Recognize a use of music common to cultures or times.

- **MU.4.H.1.2:** Describe the influence of selected composers on the musical works and practices or traditions of their time.

  Related Access Points
  - **MU.4.H.1.In.b:** Recognize pieces of music that originated from cultures other than one’s own.
  - **MU.4.H.1.Su.b:** Match pieces of characteristic music to specified cultures.
  - **MU.4.H.1.Pa.b:** Associate a piece of music with a specified culture.

- **MU.4.H.1.3:** Identify pieces of music that originated from cultures other than one's own.

  Related Access Points
  - **MU.4.H.1.In.a:** Identify common uses of music within specific cultures.

- **MU.4.H.1.Su.a:** Recognize common uses of music within specific cultures.
- **MU.4.H.1.Pa.a:** Recognize a use of music common to cultures or times.

- **MU.4.H.2.1:** Perform, listen to, and discuss music related to Florida's history.

  Related Access Points
  - **MU.4.H.2.In.a:** Identify and listen to music related to Florida’s history.
  - **MU.4.H.2.Su.a:** Recognize a variety of music that represents Florida culture or history.
  - **MU.4.H.2.Pa.a:** Associate musical examples with Florida culture or history.

- **MU.4.H.2.2:** Identify ways in which individuals of varying ages and cultures experience music.

  Related Access Points
  - **MU.4.H.2.In.b:** Identify a variety of venues to experience music.
  - **MU.4.H.2.Su.b:** Recognize a variety of venues to experience music.
  - **MU.4.H.2.Pa.b:** Recognize a way to interact with music.

- **MU.4.H.3.1:** Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

  Related Access Points
  - **MU.4.H.3.In.a:** Compare the use of pattern, line, and form found in music with other teacher-selected contexts.
  - **MU.4.H.3.Su.a:** Connect the use of pattern, line, and form found in music with another teacher-selected context.
  - **MU.4.H.3.Pa.a:** Respond to the use of patterns in music and another teacher-selected context.

- **MU.4.O.1.1:** Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

  Related Access Points
  - **MU.4.O.1.In.a:** Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles.
  - **MU.4.O.1.Su.a:** Recognize selected elements of music in different types of music.
  - **MU.4.O.1.Pa.a:** Demonstrate awareness of beat and rhythm.

- **MU.4.O.2.1:** Create variations for selected melodies.

  Related Access Points
  - **MU.4.O.2.In.a:** Change the feeling of a musical phrase by altering the elements of music.
  - **MU.4.O.2.Su.a:** Select an element to change in a musical phrase.
  - **MU.4.O.2.Pa.a:** Respond to a change in a musical phrase.

- **MU.4.O.3.1:** Identify how expressive elements and lyrics affect the mood or emotion of a song.

  Related Access Points
  - **MU.4.O.3.In.a:** Recognize how a change in an expressive element affects the mood or emotion of a song.
  - **MU.4.O.3.Su.a:** Match expressive elements and lyrics to mood or emotion.
  - **MU.4.O.3.Pa.a:** Recognize the mood or emotion expressed in a musical piece.

- **MU.4.O.3.2:** Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

  Related Access Points
  - **MU.4.O.3.In.b:** Change an expressive element to a vocal or instrumental piece and discuss the result
  - **MU.4.O.3.Su.a:** Match expressive elements and lyrics to mood or emotion.
  - **MU.4.O.3.Pa.a:** Recognize the mood or emotion expressed in a musical piece.

- **MU.4.S.1.1:** Improvise phrases, using familiar songs.

  Related Access Points
  - **MU.4.S.1.In.a:** Improvise vocal or instrumental patterns using familiar songs.
  - **MU.4.S.1.Su.a:** Perform simple vocal or instrumental patterns or songs.
  - **MU.4.S.1.Pa.a:** Imitate simple vocal or instrumental patterns or songs.

- **MU.4.S.1.2:** Create melodic patterns using a variety of sound sources.

  Related Access Points
  - **MU.4.S.1.In.a:** Improvise vocal or instrumental patterns using familiar songs.
  - **MU.4.S.1.Su.a:** Perform simple vocal or instrumental patterns or songs.
  - **MU.4.S.1.Pa.a:** Imitate simple vocal or instrumental patterns or songs.

- **MU.4.S.1.3:** Arrange a familiar song for voices or instruments by manipulating form.

  Related Access Points
  - **MU.4.S.1.In.a:** Improvise vocal or instrumental patterns using familiar songs.
  - **MU.4.S.1.Su.a:** Perform simple vocal or instrumental patterns or songs.
  - **MU.4.S.1.Pa.a:** Imitate simple vocal or instrumental patterns or songs.

- **MU.4.S.2.1:** Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

  Related Access Points
  - **MU.4.S.2.In.a:** Recognize patterns in music.
  - **MU.4.S.2.Su.a:** Imitate musical patterns.
  - **MU.4.S.2.Pa.a:** Recognize a musical pattern.

- **MU.4.S.3.1:** Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

  Related Access Points
  - **MU.4.S.3.In.a:** Sing songs in an appropriate range using head voice and maintaining pitch.
  - **MU.4.S.3.Su.a:** Sing songs of limited range using the head voice.
  - **MU.4.S.3.Pa.a:** Sing or play songs or patterns from a model.

- **MU.4.S.3.2:** Play rounds, canons, or layered ostinati on classroom instruments.

  Related Access Points
  - **MU.4.S.3.In.b:** Perform simple melodies and/or accompaniments on classroom instruments.
  - **MU.4.S.3.Su.b:** Perform simple songs and accompaniments.
  - **MU.4.S.3.Pa.b:** Sing or play songs or patterns from a cue.

- **MU.4.S.3.3:** Perform extended pentatonic melodies at sight.

  Related Access Points
  - **MU.4.S.3.In.b:** Perform simple melodies and/or accompaniments on classroom instruments.
  - **MU.4.S.3.Su.b:** Perform simple songs and accompaniments.
  - **MU.4.S.3.Pa.b:** Sing or play songs or patterns from a cue.
- **MU.4.S.3.4:** Play simple ostinati, by ear, using classroom instruments.

  Related Access Points
  - **MU.4.S.3.In.b:** Perform simple melodies and/or accompaniments on classroom instruments.
  - **MU.4.S.3.Su.b:** Perform simple songs and accompaniments.
  - **MU.4.S.3.Pa.b:** Sing or play songs or patterns from a cue.
- **MU.4.S.3.5:** Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

  Related Access Points
  - **MU.4.S.3.In.c:** Copy simple rhythmic and melodic patterns using traditional notation.
  - **MU.4.S.3.Su.b:** Perform simple songs and accompaniments.
  - **MU.4.S.3.Pa.b:** Sing or play songs or patterns from a cue.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.
- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.

- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **PE.4.C.2.2:** Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

  Related Access Points
  - **PE.4.C.2.In.b:** Identify the importance of safety rules and procedures in all physical activities.
  - **PE.4.C.2.Su.b:** Recognize the importance of safety rules and procedures in all physical activities.
  - **PE.4.C.2.Pa.b:** Recognize the importance of safety rules and procedures in selected physical activities.

- **PE.4.M.1.10:** Perform two or more dances accurately.

  Related Access Points
  - **PE.4.M.1.In.j:** Perform more than one dance, such as square, contra, step or social.
  - **PE.4.M.1.Su.j:** Imitate a pattern of steps associated with a variety of dances.
  - **PE.4.M.1.Pa.j:** Perform a guided movement associated with more than one dance, such as square, contra, step or social.

- **DA.4.H.3.3:** Describe how dance and music can each be used to interpret and support the other.

  Related Access Points
  - **DA.4.H.3.In.0:** Use movement sequences to explore concepts from other content areas.
  - **DA.4.H.3.Su.1:** Imitate movements to explore concepts from other content areas.
  - **DA.4.H.3.Pa.2:** Attend to movements paired with content from other areas.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **SC.4.P.10.3:** Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

  Related Access Points
  - **SC.4.P.10.In.3:** Recognize that vibrations cause sound and identify sounds as high or low (pitch).

- **SC.4.P.10.Su.3:** Recognize sounds as high or low (pitch).
- **SC.4.P.10.Pa.2:** Recognize objects that create sounds.

Course Information

General Information

Course Number: 7713040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MUSIC GRADE 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 4

Educator Certifications

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Music Grade 5 (#7713045)

Version: 2025 - And Beyond (current)

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts. Art instruction includes experimenting with a variety of concepts and ideas in art while using materials correctly and safely to convey personal interests. Students learn to use accurate art vocabulary during the creative process to describe and talk about their work. Observation skills, prior knowledge and art criticism skills are employed to reflect on and interpret works of art. During the creative process, students use accurate art terms and procedures, as well as time-management and collaborative skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: {{AzureStorageLink}}/uploads/docs/standards/eld/la.pdf.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **MU.5.C.1.1:** Discuss and apply listening strategies to support appreciation of musical works.

  Related Access Points
  - **MU.5.C.1.In.a:** Identify and use appropriate sensory skills to support appreciation of musical works.
  - **MU.5.C.1.Su.a:** Recognize and use teacher-selected sensory skills to support appreciation of musical works.
  - **MU.5.C.1.Pa.a:** Use sensory strategies to support appreciation of musical works.

- **MU.5.C.1.2:** Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

  Related Access Points
  - **MU.5.C.1.In.b:** Identify the musical intent of the composer for a specific musical work.
  - **MU.5.C.1.Su.b:** Match the musical intent of the composer to a specific musical work.
  - **MU.5.C.1.Pa.b:** Recognize that music examples convey meaning.

- **MU.5.C.1.3:** Identify, aurally, selected instruments of the band and orchestra.

  Related Access Points
  - **MU.5.C.1.In.c:** Identify families of orchestral and band instruments.
  - **MU.5.C.1.Su.c:** Identify a variety of orchestral and band instruments.
  - **MU.5.C.1.Pa.c:** Recognize selected orchestral and band instruments.

- **MU.5.C.1.4:** Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

  Related Access Points
  - **MU.5.C.1.In.d:** Identify the four primary voice parts: soprano, alto, tenor, and bass.
  - **MU.5.C.1.Su.d:** Recognize differences between different voice parts.
  - **MU.5.C.1.Pa.d:** Distinguish between two voices.

- **MU.5.C.2.1:** Define criteria, using correct music vocabulary, to critique one's own and others performance.

  Related Access Points
  - **MU.5.C.2.In.a:** Use defined criteria to analyze one’s own and others’ performance.
  - **MU.5.C.2.Su.a:** Use a teacher-selected criterion to analyze one’s own and others’ performance.
  - **MU.5.C.2.Pa.a:** Use a teacher-selected criterion to evaluate performances of familiar music.

- **MU.5.C.2.2:** Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

  Related Access Points
  - **MU.5.C.2.In.b:** Use defined criteria to analyze and revise one’s own performance.
  - **MU.5.C.2.Su.b:** Use a teacher-selected criterion to analyze and revise one’s own performance.
  - **MU.5.C.2.Pa.b:** Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

- **MU.5.C.3.1:** Develop criteria to evaluate an exemplary musical work from a specific period or genre.

  Related Access Points
  - **MU.5.C.3.In.a:** Use defined criteria to respond to musical work of a specified period or genre.
  - **MU.5.C.3.Su.a:** Use a teacher-selected criterion to respond to musical work of a specified period or genre.
  - **MU.5.C.3.Pa.a:** Select preferred musical work of a specified period or genre.

- **MU.5.F.1.1:** Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

  Related Access Points
  - **MU.5.F.1.In.a:** Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
  - **MU.5.F.1.Su.a:** Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
  - **MU.5.F.1.Pa.a:** Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

- **MU.5.F.2.1:** Describe jobs associated with various types of concert venues and performing arts centers.

  Related Access Points
  - **MU.5.F.2.In.a:** Identify two or more community opportunities in or related to music for employment and leisure.
  - **MU.5.F.2.Su.a:** Recognize two or more community opportunities in or related to music for employment or leisure.
  - **MU.5.F.2.Pa.a:** Recognize a community opportunity in or related to music for employment or leisure.

- **MU.5.F.2.2:** Explain why live performances are important to the career of the artist and the success of performance venues.

  Related Access Points
  - **MU.5.F.2.In.a:** Identify two or more community opportunities in or related to music for employment and leisure.
  - **MU.5.F.2.Su.a:** Recognize two or more community opportunities in or related to music for employment or leisure.
  - **MU.5.F.2.Pa.a:** Recognize a community opportunity in or related to music for employment or leisure.

- **MU.5.F.3.1:** Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

  Related Access Points
  - **MU.5.F.3.In.a:** Identify personal qualities that support success in music that can be applied to other fields.
  - **MU.5.F.3.Su.a:** Recognize selected personal qualities that support success in music that can be applied to other fields.
  - **MU.5.F.3.Pa.a:** Recognize a personal quality that supports success in music that can be applied to other fields.

- **MU.5.F.3.2:** Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

  Related Access Points
  - **MU.5.F.3.In.b:** Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.
  - **MU.5.F.3.Su.b:** Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.
  - **MU.5.F.3.Pa.b:** Recognize and respect the property of others.

- **MU.5.H.1.1:** Identify the purposes for which music is used within various cultures.

  Related Access Points
  - **MU.5.H.1.In.a:** Identify the purpose for which specified music is used within various cultures.
  - **MU.5.H.1.Su.a:** Recognize the purpose for which specified music is used within various cultures.
  - **MU.5.H.1.Pa.a:** Recognize the purpose of specified music.

- **MU.5.H.1.2:** Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

  Related Access Points
  - **MU.5.H.1.In.b:** Identify similarities and differences between styles and features of music produced by different cultures.
  - **MU.5.H.1.Su.b:** Recognize similarities or differences between styles or features of music produced by different cultures.
  - **MU.5.H.1.Pa.b:** Recognize similarities or differences in musical compositions.

- **MU.5.H.1.3:** Compare stylistic and musical features in works originating from different cultures.

  Related Access Points
  - **MU.5.H.1.In.b:** Identify similarities and differences between styles and features of music produced by different cultures.
  - **MU.5.H.1.Su.b:** Recognize similarities or differences between styles or features of music produced by different cultures.
  - **MU.5.H.1.Pa.b:** Recognize similarities or differences in musical compositions.

- **MU.5.H.2.1:** Examine the contributions of musicians and composers for a specific historical period.

  Related Access Points
  - **MU.5.H.2.In.a:** Identify musicians and composers for a specific historical period.
  - **MU.5.H.2.Su.a:** Recognize selected music for a specific historical period.
  - **MU.5.H.2.Pa.a:** Explore music from a specific historical period.

- **MU.5.H.2.2:** Describe how technology has changed the way audiences experience music.

  Related Access Points
  - **MU.5.H.2.In.b:** Identify and use a variety of technologies to experience music.
  - **MU.5.H.2.Su.b:** Recognize and use selected technologies to experience music.
  - **MU.5.H.2.Pa.b:** Use a selected technology to experience music.

- **MU.5.H.3.1:** Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

  Related Access Points
  - **MU.5.H.3.In.a:** Examine the steps of a critical-thinking process in music and apply them to another teacher-selected discipline.
  - **MU.5.H.3.Su.a:** Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline.
  - **MU.5.H.3.Pa.a:** Explore the use of pattern, line, and form in music and other teacher-selected contexts.

- **MU.5.O.1.1:** Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

  Related Access Points
  - **MU.5.O.1.In.a:** Identify the musical elements in various styles of music using correct music vocabulary.
  - **MU.5.O.1.Su.a:** Recognize basic elements in various styles of music.
  - **MU.5.O.1.Pa.a:** Recognize a selected element in a piece of music.

- **MU.5.O.2.1:** Create a new melody from two or more melodic motifs.

  Related Access Points
  - **MU.5.O.2.In.a:** Rearrange melodic or rhythmic patterns to generate new phrases.
  - **MU.5.O.2.Su.a:** Rearrange simple melodic or rhythmic patterns to generate new phrases.
  - **MU.5.O.2.Pa.a:** Select preferred simple melodic or rhythmic patterns.

- **MU.5.O.3.1:** Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

  Related Access Points
  - **MU.5.O.3.In.a:** Discuss how expressive elements can change the mood or emotion of a piece of music.
  - **MU.5.O.3.Su.a:** Identify the mood or emotion of a piece of music.
  - **MU.5.O.3.Pa.a:** Respond to music to demonstrate how it makes one feel.

- **MU.5.O.3.2:** Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

  Related Access Points
  - **MU.5.O.3.In.b:** Practice performing expressive elements in a vocal or instrumental piece.
  - **MU.5.O.3.Su.a:** Identify the mood or emotion of a piece of music.
  - **MU.5.O.3.Pa.a:** Respond to music to demonstrate how it makes one feel.

- **MU.5.S.1.1:** Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

  Related Access Points
  - **MU.5.S.1.In.a:** Improvise rhythmic or melodic phrases to create variations on familiar melodies.
  - **MU.5.S.1.Su.a:** Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
  - **MU.5.S.1.Pa.a:** Participate in simple rhythmic or melodic patterns.

- **MU.5.S.1.2:** Compose short vocal or instrumental pieces using a variety of sound sources.

  Related Access Points
  - **MU.5.S.1.In.a:** Improvise rhythmic or melodic phrases to create variations on familiar melodies.
  - **MU.5.S.1.Su.a:** Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
  - **MU.5.S.1.Pa.a:** Participate in simple rhythmic or melodic patterns.

- **MU.5.S.1.3:** Arrange a familiar song by manipulating specified aspects of music.

  Related Access Points

- **MU.5.S.1.In.a:** Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- **MU.5.S.1.Su.a:** Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- **MU.5.S.1.Pa.a:** Participate in simple rhythmic or melodic patterns.

- **MU.5.S.1.4:** Sing or play simple melodic patterns by ear with support from the teacher.

  Related Access Points
  - **MU.5.S.1.In.a:** Improvise rhythmic or melodic phrases to create variations on familiar melodies.
  - **MU.5.S.1.Su.a:** Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
  - **MU.5.S.1.Pa.a:** Participate in simple rhythmic or melodic patterns.

- **MU.5.S.2.1:** Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

  Related Access Points
  - **MU.5.S.2.In.a:** Re-create musical patterns from familiar music.
  - **MU.5.S.2.Su.a:** Imitate a variety of musical patterns.
  - **MU.5.S.2.Pa.a:** Match musical patterns to a model.

- **MU.5.S.2.2:** Apply performance techniques to familiar music.

  Related Access Points
  - **MU.5.S.2.In.a:** Re-create musical patterns from familiar music.
  - **MU.5.S.2.Su.a:** Imitate a variety of musical patterns.
  - **MU.5.S.2.Pa.a:** Match musical patterns to a model.

- **MU.5.S.3.1:** Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

  Related Access Points
  - **MU.5.S.2.In.b:** Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.
  - **MU.5.S.2.Su.b:** Sing simple songs in a group using head voice and maintaining pitch.
  - **MU.5.S.2.Pa.b:** Contribute to the performance of group songs.

- **MU.5.S.3.2:** Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

  Related Access Points
  - **MU.5.S.2.In.c:** Play melodies and accompaniments on classroom instruments.
  - **MU.5.S.2.Su.c:** Play simple melodies and/or accompaniments on classroom instruments.
  - **MU.5.S.2.Pa.c:** Sing or play songs or patterns from memory.

- **MU.5.S.3.3:** Perform simple diatonic melodies at sight.

  Related Access Points
  - **MU.5.S.2.In.a:** Re-create musical patterns from familiar music.
  - **MU.5.S.2.Su.a:** Imitate a variety of musical patterns.
  - **MU.5.S.2.Pa.a:** Match musical patterns to a model.

- **MU.5.S.3.4:** Play melodies and accompaniments, by ear, using classroom instruments.

  Related Access Points
  - **MU.5.S.2.In.c:** Play melodies and accompaniments on classroom instruments.
  - **MU.5.S.2.Su.c:** Play simple melodies and/or accompaniments on classroom instruments.
- **MU.5.S.3.5:** Notate rhythmic phrases and simple diatonic melodies using traditional notation.

  Related Access Points
  - **MU.5.S.2.In.d:** Notate simple rhythmic phrases using traditional notation.
  - **MU.5.S.2.Su.c:** Play simple melodies and/or accompaniments on classroom instruments.
  - **MU.5.S.2.Pa.c:** Sing or play songs or patterns from memory.
- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.
- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.

- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade

student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **TH.5.H.1.2:** Participate in a performance to explore and celebrate a variety of human experiences.

  Related Access Points
  - **TH.5.H.1.In.a:** Contribute to a performance piece to share an experience.
  - **TH.5.H.1.Su.a:** Contribute to a performance piece to tell a story.
  - **TH.5.H.1.Pa.a:** Participate in a performance piece to tell a story.

Course Information

General Information

Course Number: 7713045

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS MUSIC GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): 5

Educator Certifications

- Music Education (Elementary Grades 1-6)
- Music (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Part-Time, Non-Degreed Performing and Fine Arts (Career & Technical)
- Part-Time, Non-Degreed Performing and Fine Arts (District-issued Employment Certificate)

Access Physical Education Grade Kindergarten (#7715020)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.K.C.2.1:** Recognize locomotor skills.

  Related Access Points
  - **PE.K.C.2.In.a:** Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.
  - **PE.K.C.2.Su.a:** Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.
  - **PE.K.C.2.Pa.a:** Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping.

- **PE.K.C.2.2:** Recognize physical activities have safety rules and procedures.

  Related Access Points
  - **PE.K.C.2.In.b:** Recognize that physical activities have safety rules.
  - **PE.K.C.2.Su.b:** Recognize that a physical activity has safety rules.
  - **PE.K.C.2.Pa.b:** Recognize a safety rule.

- **PE.K.C.2.3:** Recognize technology can be utilized during physical activity.

  Related Access Points
  - **PE.K.C.2.In.c:** Recognize technology used during physical activity.
  - **PE.K.C.2.Su.c:** Recognize a technology used during physical activity.
  - **PE.K.C.2.Pa.c:** Associate a technology with a physical activity.

- **PE.K.C.2.4:** Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.

  Related Access Points
  - **PE.K.C.2.In.d:** Recognize the dangers of entering a body of water without supervision.
  - **PE.K.C.2.Su.d:** Associate bodies of water with danger and the need for supervision.
  - **PE.K.C.2.Pa.d:** Associate bodies of water with danger.

- **PE.K.C.2.5:** Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.

  Related Access Points
  - **PE.K.C.2.In.e:** Associate a dominant hand and foot with throwing or striking.
  - **PE.K.C.2.Su.e:** Associate a dominant hand or foot with throwing or striking.

- **PE.K.C.2.Pa.e:** Recognize a hand or foot.

- **PE.K.C.2.6:** Recite cues for a variety of movement patterns and skills.

  Related Access Points
  - **PE.K.C.2.In.f:** Repeat cues for movement patterns or skills.
  - **PE.K.C.2.Su.f:** Repeat a cue for one movement pattern or skill.
  - **PE.K.C.2.Pa.f:** Associate a cue with a movement pattern or skill.

- **PE.K.C.2.7:** Identify personal and general space.

  Related Access Points
  - **PE.K.C.2.In.g:** Recognize personal and general space.
  - **PE.K.C.2.Su.g:** Recognize location in general space.
  - **PE.K.C.2.Pa.g:** Associate location with general space.

- **PE.K.C.2.8:** Recognize movement concepts.

  Related Access Points
  - **PE.K.C.2.In.h:** Recognize a movement concept, such as direction, pathway or level.
  - **PE.K.C.2.Su.h:** Recognize a directional movement, such as up, down, over or under.
  - **PE.K.C.2.Pa.h:** Associate movement with a direction.

- **PE.K.L.3.1:** Identify a moderate physical activity.

  Related Access Points
  - **PE.K.L.3.In.a:**

    Recognize a moderate physical activity.

  - **PE.K.L.3.Su.a:**

    Recognize a moderate modified physical activity.

  - **PE.K.L.3.Pa.a:**

    Recognize a modified physical activity.

- **PE.K.L.3.2:** Identify a vigorous physical activity.

  Related Access Points
  - **PE.K.L.3.In.b:**

    Recognize a vigorous physical activity.

  - **PE.K.L.3.Su.b:**

    Recognize a physical activity.

  - **PE.K.L.3.Pa.b:**

    Explore physical activities.

- **PE.K.L.3.3:** Identify opportunities for involvement in physical activities during the school day.

  Related Access Points

- **PE.K.L.3.In.c:** Recognize opportunities for involvement in physical activities during the school day.
- **PE.K.L.3.Su.c:** Recognize opportunities for involvement in modified physical activities during the school day.
- **PE.K.L.3.Pa.c:** Associate selected modified physical activities with experiences during the school day.

- **PE.K.L.3.4:** Identify opportunities for involvement in physical activities after the school day.

  Related Access Points
  - **PE.K.L.3.In.d:** Recognize opportunities for involvement in physical activities after the school day.
  - **PE.K.L.3.Su.d:** Recognize opportunities for involvement in modified physical activities after the school day.
  - **PE.K.L.3.Pa.d:** Associate selected modified physical activities with experiences after the school day.

- **PE.K.L.3.5:** Describe physical-activity goal-setting.

  Related Access Points
  - **PE.K.L.3.In.e:** Identify a physical-activity goal.
  - **PE.K.L.3.Su.e:** Recognize a physical-activity goal.
  - **PE.K.L.3.Pa.e:** Associate a goal with completion of a selected physical activity.

- **PE.K.L.3.6:** Identify the benefits of participating in physical activity.

  Related Access Points
  - **PE.K.L.3.In.f:** Recognize selected benefits of participating in physical activities.
  - **PE.K.L.3.Su.f:** Recognize that participating in a physical activity is good for you.
  - **PE.K.L.3.Pa.f:** Associate physical activity with feeling well.

- **PE.K.L.3.7:** Verbally state the search used before crossing a roadway.

  Related Access Points
  - **PE.K.L.3.In.g:** Repeat the search used before crossing a road, such as look left, look right and look left again.
  - **PE.K.L.3.Su.g:** Repeat a model of the search with associated movements used before crossing a road, such as look left, look right and look left again.
  - **PE.K.L.3.Pa.g:** Perform a search using guided movements before crossing a road, such as look left, look right and look left again.

- **PE.K.L.4.1:** Identify the location of muscles that help the body perform specific physical activities.

  Related Access Points
  - **PE.K.L.4.In.a:** Recognize the location of muscles that help you move in physical activities.
  - **PE.K.L.4.Su.a:** Associate muscles with movement of the body in physical activities.
  - **PE.K.L.4.Pa.a:** Associate movement with physical activity.

- **PE.K.L.4.2:** Identify that the heart beats faster during more intense physical activity.

  Related Access Points

- **PE.K.L.4.In.b:** Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
- **PE.K.L.4.Su.b:** Associate physical activity with increased heart rate or breathing.
- **PE.K.L.4.Pa.b:** Associate physical activity with physical change.

- **PE.K.L.4.3:** Identify activities that increase breathing and heart rate.

  Related Access Points
  - **PE.K.L.4.In.c:** Identify a variety of activities that increase breathing and heart rate.
  - **PE.K.L.4.Su.c:** Identify selected activities that increase breathing and heart rate.
  - **PE.K.L.4.Pa.c:** Associate a physical activity with increased breathing and heart rate.

- **PE.K.L.4.4:** Identify a physiological sign of participating in physical activity.

  Related Access Points
  - **PE.K.L.4.In.d:** Recognize a physiological sign of participating in physical activity, such as an increased heart rate and faster breathing.
  - **PE.K.L.4.Su.d:** Associate physical activity with an increased heart rate or breathing.
  - **PE.K.L.4.Pa.d:** Associate physical activity with physical change.

- **PE.K.L.4.5:** Identify a benefit of flexibility.

  Related Access Points
  - **PE.K.L.4.In.e:** Recognize a benefit of flexibility.
  - **PE.K.L.4.Su.e:** Recognize a characteristic of flexibility.
  - **PE.K.L.4.Pa.e:** Associate flexibility with movement.

- **PE.K.L.4.6:** Differentiate between healthy and unhealthy food choices.

  Related Access Points
  - **PE.K.L.4.In.f:** Identify healthy and unhealthy food choices.
  - **PE.K.L.4.Su.f:** Recognize healthy and unhealthy food choices.
  - **PE.K.L.4.Pa.f:** Recognize a healthy food.

- **PE.K.M.1.1:** Use a variety of locomotor skills to travel in personal and general space.

  Related Access Points
  - **PE.K.M.1.In.a:** Perform locomotor skills to travel in personal and general space.
  - **PE.K.M.1.Su.a:** Perform locomotor skills to travel in general space.
  - **PE.K.M.1.Pa.a:** Perform guided locomotor skills.

- **PE.K.M.1.2:** Strike objects using body parts forcefully.

  Related Access Points
  - **PE.K.M.1.In.b:** Strike a stationary, modified object with a body part.
  - **PE.K.M.1.Su.b:** Swing and make contact with a modified object with a body part.
  - **PE.K.M.1.Pa.b:** Swing at a stationary, modified object with a body part.

- **PE.K.M.1.3:** Balance a lightweight object on a paddle/racket while moving.

  Related Access Points
  - **PE.K.M.1.In.c:** Balance a lightweight object on a paddle/racket.
  - **PE.K.M.1.Su.c:** Balance a modified lightweight object on a paddle/racket.
  - **PE.K.M.1.Pa.c:** Balance a modified lightweight object on a modified paddle/racket.

- **PE.K.M.1.4:** Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.

  Related Access Points
  - **PE.K.M.1.In.d:** Strike a modified object using a modified implement.
  - **PE.K.M.1.Su.d:** Swing and make contact with a modified object using a modified implement.
  - **PE.K.M.1.Pa.d:** Swing at a modified object using a modified implement.

- **PE.K.M.1.5:** Use two hands to bounce and catch a large playground ball.

  Related Access Points
  - **PE.K.M.1.In.e:** Release and catch a large playground ball.
  - **PE.K.M.1.Su.e:** Use two hands to trap a large playground ball.
  - **PE.K.M.1.Pa.e:** Hold and release modified objects with arms or hands.

- **PE.K.M.1.6:** Participate in a variety of introductory water skills.

  Related Access Points
  - **PE.K.M.1.In.f:** Participate in a variety of modified, introductory water skills, such as water entry, put face in water and supported with feet off bottom.
  - **PE.K.M.1.Su.f:** Participate in a variety of selected, modified introductory water skills.
  - **PE.K.M.1.Pa.f:** Participate in a variety of guided, modified introductory water skills.

- **PE.K.M.1.7:** Catch a variety of self-tossed objects.

  Related Access Points
  - **PE.K.M.1.In.g:** Catch a variety of self-tossed, modified objects.
  - **PE.K.M.1.Su.g:** Use two hands to trap modified objects.
  - **PE.K.M.1.Pa.g:** Hold modified objects with arms or hands.

- **PE.K.M.1.8:** Roll and throw a variety of objects using an underhand motion.

  Related Access Points
  - **PE.K.M.1.In.h:** Roll and throw a variety of modified objects using an underhand motion.
  - **PE.K.M.1.Su.h:** Roll and throw a variety of modified objects.
  - **PE.K.M.1.Pa.h:** Roll modified objects.

- **PE.K.M.1.9:** Throw a variety of objects forcefully using an overhand motion.

  Related Access Points
  - **PE.K.M.1.In.i:** Throw a variety of objects using an overhand motion.
  - **PE.K.M.1.Su.i:** Throw a variety of modified objects.
  - **PE.K.M.1.Pa.i:** Swing arm and release modified objects from hand.

- **PE.K.M.1.10:** Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.

  Related Access Points
  - **PE.K.M.1.In.j:** Perform a creative-movement sequence with use of one movement concept.
  - **PE.K.M.1.Su.j:** Perform a creative-movement sequence.
  - **PE.K.M.1.Pa.j:** Perform a guided movement.

- **PE.K.M.1.11:** Balance on a variety of body parts.

Related Access Points

- **PE.K.M.1.In.k:** Balance on a body part.
- **PE.K.M.1.Su.k:** Balance on two points of contact.
- **PE.K.M.1.Pa.k:** Balance body to remain stationary.

- **PE.K.M.1.12:** Perform a variety of rolling actions.

  Related Access Points

  - **PE.K.M.1.In.l:** Perform more than one rolling action.
  - **PE.K.M.1.Su.l:** Perform a log roll.
  - **PE.K.M.1.Pa.l:** Perform a partial log roll, such as rolling to one side or from front to back.

- **PE.K.M.1.13:** Move in a variety of ways in relation to others.

  Related Access Points

  - **PE.K.M.1.In.m:** Move in a variety of ways in relation to moving objects, such as chasing, fleeing and dodging.
  - **PE.K.M.1.Su.m:** Imitate ways to move, such as chasing and fleeing.
  - **PE.K.M.1.Pa.m:** Move from one place to another.

- **PE.K.R.5.1:** Identify ways to cooperate with a partner during physical activity.

  Related Access Points

  - **PE.K.R.5.In.a:** Identify sharing as a way to work with others.
  - **PE.K.R.5.Su.a:** Recognize sharing as a way to work with others.
  - **PE.K.R.5.Pa.a:** Associate sharing with working with others.

- **PE.K.R.5.2:** Use equipment safely and properly.

  Related Access Points

  - **PE.K.R.5.In.b:** Use equipment for its intended purpose.
  - **PE.K.R.5.Su.b:** Use the appropriate equipment for a physical activity.
  - **PE.K.R.5.Pa.b:** Associate the equipment with a physical activity.

- **PE.K.R.5.3:** Identify ways to treat others with respect during physical activity.

  Related Access Points

  - **PE.K.R.5.In.c:** Recognize ways to show respect for others during physical activity.
  - **PE.K.R.5.Su.c:** Recognize ways to show respect for others during selected physical activities.
  - **PE.K.R.5.Pa.c:** Recognize ways to show respect when others are present.

- **PE.K.R.6.1:** Identify physical activities that are enjoyable.

  Related Access Points

  - **PE.K.R.6.In.a:** Recognize physical activities that are enjoyable.
  - **PE.K.R.6.Su.a:** Recognize a physical activity that is enjoyable.
  - **PE.K.R.6.Pa.a:** Associate physical activity with enjoyment.

- **PE.K.R.6.2:** Identify a benefit of willingly trying new movements and motor skills.

  Related Access Points

  - **PE.K.R.6.In.b:** Recognize a benefit of willingly trying new motor movements.
  - **PE.K.R.6.Su.b:** Recognize a benefit of willingly trying selected new motor movements.

- **PE.K.R.6.Pa.b:** Recognize motor movements.

- **PE.K.R.6.3:** Identify the benefits of continuing to participate when not successful on the first try.

  Related Access Points
  - **PE.K.R.6.In.c:** Recognize benefit of continuing to participate when not successful.
  - **PE.K.R.6.Su.c:** Recognize benefit of trying when not successful.
  - **PE.K.R.6.Pa.c:** Continue to attend when not successful.

- **HE.K.PHC.3.1:** Name situations when a health-related decision can be made individually or when assistance is needed.

  Clarifications:
  Clarification 1: Instruction includes water safety, following school rules, and practicing good hygiene.

  Related Access Points
  - **HE.K.PHC.3.AP.1:** Identify a situation when assistance is needed for a health-related decision.

- **HE.K.PHC.3.4:** Define a personal health goal and how it relates to overall health.

  Clarifications:
  Clarification 1: Instruction includes importance of goals.

  Related Access Points
  - **HE.K.PHC.3.AP.4:** Identify a personal health goal and how it relates to overall health.

- **HE.K.R.1.1:** Define and give examples of kindness and caring.

  Related Access Points
  - **HE.K.R.1.AP.1:** Identify examples of kindness and caring.

- **HE.K.R.1.2:** Demonstrate the ability to take turns and share with others.

  Related Access Points
  - **HE.K.R.1.AP.2:** Demonstrate the ability to take turns and share with others.

- **HE.K.R.1.3:** Describe ways to show respect to others.

  Related Access Points
  - **HE.K.R.1.AP.3:** Identify ways to show respect to others.

- **HE.K.R.2.1:** Identify healthy choices that affect personal wellness.

  Related Access Points
  - **HE.K.R.2.AP.1:** Identify healthy choices relating to personal wellness.

- **HE.K.R.2.2:** Demonstrate the ability to follow rules and directions.

  Related Access Points
  - **HE.K.R.2.AP.2:** Demonstrate following rules and/or directions.

- **HE.K.R.2.3:** Discuss the value of goal setting.

  Related Access Points
  - **HE.K.R.2.AP.3:** Identify the value of goal setting.

- **HE.K.R.2.5:** Identify personal strengths and actions individuals can do independently.

Clarifications:
Clarification 1: Instruction includes social strengths including listening, sharing, adapting, empathy, showing courage, and leadership.

Related Access Points

- **HE.K.R.2.AP.5:** Identify a personal strength and an action individuals can do.

- **HE.K.R.4.1:** Identify when help is needed and who to ask for help.

  Related Access Points

  - **HE.K.R.4.AP.1:** Identify when help is needed and who to ask for help.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.

- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7715020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PE GRADE K
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Level: 2
Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8) **Plus** Adaptive Physical Education Endorsement

Access Physical Education Grade 1 (#7715025)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.1.C.2.1:** Identify the critical elements of locomotor skills.

  Related Access Points
  - **PE.1.C.2.In.a:** Identify a characteristic of a variety of locomotor skills.
  - **PE.1.C.2.Su.a:** Recognize a characteristic of a locomotor skill.
  - **PE.1.C.2.Pa.a:** Recognize a locomotor skill.

- **PE.1.C.2.2:** Identify safety rules and procedures for teacher-selected physical activities.

  Related Access Points
  - **PE.1.C.2.In.b:** Recognize safety rules and procedures for teacher-selected physical activities.
  - **PE.1.C.2.Su.b:** Recognize safety rules for teacher-selected physical activities.
  - **PE.1.C.2.Pa.b:** Recognize a safety rule for teacher-selected physical activities.

- **PE.1.C.2.3:** Identify technology that can be utilized to enhance physical activity.

  Related Access Points
  - **PE.1.C.2.In.c:** Recognize that technology can be used to enhance physical activity.
  - **PE.1.C.2.Su.c:** Recognize a technology that can be used to enhance physical activity.
  - **PE.1.C.2.Pa.c:** Recognize a technology used during physical activity.

- **PE.1.C.2.4:** Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility.

  Related Access Points
  - **PE.1.C.2.In.d:** Recognize the rules for safe water activities and the importance of a lifeguard.
  - **PE.1.C.2.Su.d:** Recognize a rule for safe water activities.
  - **PE.1.C.2.Pa.d:** Associate bodies of water with danger and the need for supervision.

- **PE.1.C.2.5:** Recognize the importance of practicing to improve performance.

  Related Access Points
  - **PE.1.C.2.In.e:** Identify the meaning of practice.
  - **PE.1.C.2.Su.e:** Recognize the meaning of practice.
  - **PE.1.C.2.Pa.e:** Associate practice with repeated movement.

- **PE.1.C.2.6:** Use skill cues to improve performance.

  Related Access Points

- **PE.1.C.2.In.f:** Identify skill cues that are used to improve performances.
- **PE.1.C.2.Su.f:** Recognize skill cues that are used to improve performances.
- **PE.1.C.2.Pa.f:** Recognize a skill cue that is used to improve performance.

- **PE.1.C.2.7:** Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.

  Related Access Points
  - **PE.1.C.2.In.g:** Recognize own dominant hand and foot.
  - **PE.1.C.2.Su.g:** Recognize own dominant hand or foot.
  - **PE.1.C.2.Pa.g:** Associate own hand or foot with throwing or striking.

- **PE.1.C.2.8:** Identify movement concepts.

  Related Access Points
  - **PE.1.C.2.In.h:** Recognize movement concepts, such as directions, pathways and levels.
  - **PE.1.C.2.Su.h:** Recognize directional movements, such as up, down, over and under.
  - **PE.1.C.2.Pa.h:** Associate direction with movement, such as up, down, over or under.

- **PE.1.C.2.9:** Name examples of warm-up and cool-down exercises.

  Related Access Points
  - **PE.1.C.2.In.i:** Recognize examples of warm-up and cool-down exercises.
  - **PE.1.C.2.Su.i:** Recognize examples of warm-up or cool-down exercises.
  - **PE.1.C.2.Pa.i:** Recognize an example of a warm-up or cool-down exercise.

- **PE.1.L.3.1:** Identify a moderate physical activity.

  Related Access Points
  - **PE.1.L.3.In.a:** Recognize a moderate physical activity.
  - **PE.1.L.3.Su.a:** Recognize a moderate modified physical activity.
  - **PE.1.L.3.Pa.a:** Recognize a modified physical activity.

- **PE.1.L.3.2:** Identify a vigorous physical activity.

  Related Access Points
  - **PE.1.L.3.In.b:** Recognize a vigorous physical activity.
  - **PE.1.L.3.Su.b:** Recognize a physical activity.
  - **PE.1.L.3.Pa.b:** Explore physical activities.

- **PE.1.L.3.3:** Identify opportunities for involvement in physical activities during the school day.

  Related Access Points
  - **PE.1.L.3.In.c:** Recognize opportunities for involvement in physical activities during the school day.
  - **PE.1.L.3.Su.c:** Recognize opportunities for involvement in modified physical activities during the school day.
  - **PE.1.L.3.Pa.c:** Associate selected modified physical activities with experiences during the school day.

- **PE.1.L.3.4:** Identify opportunities for involvement in physical activities after the school day.

  Related Access Points
  - **PE.1.L.3.In.d:** Recognize opportunities for involvement in physical activities after the school day.

- **PE.1.L.3.Su.d:** Recognize opportunities for involvement in modified physical activities after the school day.
- **PE.1.L.3.Pa.d:** Associate selected modified physical activities with experiences after the school day.

- **PE.1.L.3.5:** Set physical-activity goals.

  Related Access Points
  - **PE.1.L.3.In.e:** Select physical-activity goals.
  - **PE.1.L.3.Su.e:** Select a physical-activity goal.
  - **PE.1.L.3.Pa.e:** Select a physical activity for a goal.

- **PE.1.L.3.6:** Identify the health benefits of physical activity.

  Related Access Points
  - **PE.1.L.3.In.f:** Recognize selected health benefits of physical activity.
  - **PE.1.L.3.Su.f:** Recognize a health benefit of physical activity.
  - **PE.1.L.3.Pa.f:** Associate physical activity with health.

- **PE.1.L.3.7:** Identify edges, pedestrians, vehicles and traffic.

  Related Access Points
  - **PE.1.L.3.In.g:** Recognize edges, pedestrians, vehicles and traffic.
  - **PE.1.L.3.Su.g:** Recognize edges, vehicles and traffic.
  - **PE.1.L.3.Pa.g:** Recognize the edge of the road.

- **PE.1.L.4.1:** Identify a benefit of strengthening muscles.

  Related Access Points
  - **PE.1.L.4.In.a:** Recognize benefits of strengthening muscles.
  - **PE.1.L.4.Su.a:** Recognize a benefit of strengthening muscles.
  - **PE.1.L.4.Pa.a:** Associate fitness with strength.

- **PE.1.L.4.2:** Identify the components of health-related physical fitness.

  Related Access Points
  - **PE.1.L.4.In.b:** Recognize characteristics of health-related fitness.
  - **PE.1.L.4.Su.b:** Recognize a characteristic of health-related fitness.
  - **PE.1.L.4.Pa.b:** Associate health with physical activity.

- **PE.1.L.4.3:** Identify the changes in heart rate before, during and after physical activity.

  Related Access Points
  - **PE.1.L.4.In.c:** Identify changes in heart rate after physical activity.
  - **PE.1.L.4.Su.c:** Recognize changes in heart rate after physical activity.
  - **PE.1.L.4.Pa.c:** Associate increased heart rate or breathing with physical activity.

- **PE.1.L.4.4:** Identify the difference in the activity of the heart during rest and while physically active.

  Related Access Points
  - **PE.1.L.4.In.d:** Identify changes in heart rate after physical activity.
  - **PE.1.L.4.Su.d:** Recognize changes in heart rate after physical activity.
  - **PE.1.L.4.Pa.d:** Associate increased heart rate or breathing with physical activity.

- **PE.1.L.4.5:** Discuss the physiological signs of physical activity.

  Related Access Points
  - **PE.1.L.4.In.e:** Recognize the physiological signs of physical activity, such as an increased heart rate and faster breathing.
  - **PE.1.L.4.Su.e:** Recognize a physiological sign of physical activity, such as an increased heart rate and faster breathing.
  - **PE.1.L.4.Pa.e:** Associate physical activity with an increased heart rate or breathing.

- **PE.1.L.4.6:** Identify how to properly flex and extend body parts to promote flexibility.

  Related Access Points
  - **PE.1.L.4.In.f:** Demonstrate a safe way to flex and extend a muscle.
  - **PE.1.L.4.Su.f:** Imitate a model to flex and extend a muscle.
  - **PE.1.L.4.Pa.f:** Perform a guided flex and extension of a muscle.

- **PE.1.L.4.7:** Identify the food groups.

  Related Access Points
  - **PE.1.L.4.In.g:** Identify more than one food group.
  - **PE.1.L.4.Su.g:** Recognize more than one food group.
  - **PE.1.L.4.Pa.g:** Recognize more than one kind of food.

- **PE.1.M.1.1:** Travel using various locomotor skills while changing directions, pathways and speeds.

  Related Access Points
  - **PE.1.M.1.In.a:** Perform locomotor skills to travel in personal and general space.
  - **PE.1.M.1.Su.a:** Perform locomotor skills to travel in general space.
  - **PE.1.M.1.Pa.a:** Perform guided locomotor skills.

- **PE.1.M.1.2:** Strike an object upward using body parts.

  Related Access Points
  - **PE.1.M.1.In.b:** Strike a modified object upward using a body part.
  - **PE.1.M.1.Su.b:** Swing upward and make contact with a modified object using a body part.
  - **PE.1.M.1.Pa.b:** Swing upward at a modified object with a body part.

- **PE.1.M.1.3:** Strike a lightweight object upward continuously using a paddle/racket.

  Related Access Points
  - **PE.1.M.1.In.c:** Strike a lightweight object upward more than one time using a paddle/racket.
  - **PE.1.M.1.Su.c:** Strike a lightweight object upward using a modified paddle/racket.
  - **PE.1.M.1.Pa.c:** Swing upward to make contact with a stationary object using a modified paddle/racket.

- **PE.1.M.1.4:** Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.

  Related Access Points
  - **PE.1.M.1.In.d:** Strike a modified, stationary object using a modified, long-handled implement so that the object travels a short distance.
  - **PE.1.M.1.Su.d:** Strike a modified stationary object using a modified long-handled implement.

- **PE.1.M.1.Pa.d:** Swing at a stationary, modified object using a modified long-handled implement.

- **PE.1.M.1.5:** Dribble an object with hands or feet while demonstrating control in general space.

  Related Access Points
  - **PE.1.M.1.In.e:** Dribble an object with hands or feet in general space.
  - **PE.1.M.1.Su.e:** Throw or kick an object.
  - **PE.1.M.1.Pa.e:** Push a ball with hands or feet.

- **PE.1.M.1.6:** Demonstrate a variety of basic water skills.

  Related Access Points
  - **PE.1.M.1.In.f:** Use a variety of basic water skills, such as prone float and recover, back float with assistance and move forward and backward with assistance.
  - **PE.1.M.1.Su.f:** Use a variety of modified basic water skills.
  - **PE.1.M.1.Pa.f:** Perform a variety of guided, modified basic water skills.

- **PE.1.M.1.7:** Move in different directions to catch a variety of self-tossed objects.

  Related Access Points
  - **PE.1.M.1.In.g:** Move in more than one direction to catch self-tossed, modified objects.
  - **PE.1.M.1.Su.g:** Move in a direction to trap modified objects with both hands.
  - **PE.1.M.1.Pa.g:** Trap a rolled, modified object with both hands.

- **PE.1.M.1.8:** Demonstrate an underhand-throwing motion for accuracy using correct technique.

  Related Access Points
  - **PE.1.M.1.In.h:** Use an underhand-throwing motion for accuracy.
  - **PE.1.M.1.Su.h:** Perform an underhand-throwing motion using modified objects.
  - **PE.1.M.1.Pa.h:** Perform a guided-tossing motion.

- **PE.1.M.1.9:** Demonstrate an overhand-throwing motion for distance using correct technique.

  Related Access Points
  - **PE.1.M.1.In.i:** Use an overhand-throwing motion for distance.
  - **PE.1.M.1.Su.i:** Perform an overhand-throwing motion using modified objects.
  - **PE.1.M.1.Pa.i:** Perform a guided tossing motion.

- **PE.1.M.1.10:** Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.

  Related Access Points
  - **PE.1.M.1.In.j:** Perform a self-designed creative- movement/dance sequence with a clear beginning balance and use of one movement concept.
  - **PE.1.M.1.Su.j:** Perform a self-designed creative- movement/dance sequence with use of one movement concept.
  - **PE.1.M.1.Pa.j:** Perform a guided-movement/dance sequence.

- **PE.1.M.1.11:** Demonstrate a sequence of a balance, a roll and a different balance.

  Related Access Points
  - **PE.1.M.1.In.k:** Demonstrate a sequence of a balance and a roll.

- **PE.1.M.1.Su.k:** Perform a balance and a roll consecutively.
- **PE.1.M.1.Pa.k:** Perform a guided balance and a roll.

- **PE.1.M.1.12:** Demonstrate the ability to take weight onto hands.

  Related Access Points
  - **PE.1.M.1.In.l:** Perform a transfer of body weight to hands.
  - **PE.1.M.1.Su.l:** Imitate a transfer of body weight to hands.
  - **PE.1.M.1.Pa.l:** Use hands to push against resistance.

- **PE.1.M.1.13:** Chase, flee and dodge to avoid or catch others.

  Related Access Points
  - **PE.1.M.1.In.m:** Move to avoid or catch others.
  - **PE.1.M.1.Su.m:** Move to avoid others.
  - **PE.1.M.1.Pa.m:** Initiate movements to avoid others.

- **PE.1.M.1.14:** Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.

  Related Access Points
  - **PE.1.M.1.In.n:** Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes and boxes.
  - **PE.1.M.1.Su.n:** Leap and land safely using at least one piece of equipment.
  - **PE.1.M.1.Pa.n:** Step and land safely over or on a piece of equipment.

- **PE.1.R.5.1:** List a benefit resulting from cooperation and sharing during physical activity.

  Related Access Points
  - **PE.1.R.5.In.a:** Identify benefits that accompany cooperation or sharing.
  - **PE.1.R.5.Su.a:** Recognize benefits that accompany cooperation or sharing.
  - **PE.1.R.5.Pa.a:** Associate sharing with positive feelings.

- **PE.1.R.5.2:** Use physical-activity space safely and properly.

  Related Access Points
  - **PE.1.R.5.In.b:** Use equipment and space safely and properly in selected physical activities.
  - **PE.1.R.5.Su.b:** Use equipment and space safely and properly in a physical activity.
  - **PE.1.R.5.Pa.b:** Use equipment and space safely and properly in a guided physical activity.

- **PE.1.R.5.3:** Demonstrate consideration of others while participating in physical activity.

  Related Access Points
  - **PE.1.R.5.In.c:** Display consideration of others.
  - **PE.1.R.5.Su.c:** Exhibit respect for others.
  - **PE.1.R.5.Pa.c:** Exhibit respect for others in selected activities.

- **PE.1.R.6.1:** Identify physical-activity preferences.

  Related Access Points
  - **PE.1.R.6.In.a:** Recognize favorite physical activities.
  - **PE.1.R.6.Su.a:** Recognize a favorite physical activity.

- **PE.1.R.6.Pa.a:** Associate a physical activity with own preference.

- **PE.1.R.6.2:** Identify feelings resulting from participation in physical activity.

  Related Access Points
  - **PE.1.R.6.In.b:** Recognize feelings resulting from participation in physical activity.
  - **PE.1.R.6.Su.b:** Recognize a feeling resulting from participation in physical activity.
  - **PE.1.R.6.Pa.b:** Associate a feeling with participation in physical activity.

- **PE.1.R.6.3:** Identify the benefits of learning new movement skills.

  Related Access Points
  - **PE.1.R.6.In.c:** Recognize a benefit of learning new movement skills.
  - **PE.1.R.6.Su.c:** Express a willingness to try new movement skills.
  - **PE.1.R.6.Pa.c:** Recognize a new guided movement skill.

- **HE.1.CEH.1.2:** Understand ways to prevent common communicable diseases in the community.

  Clarifications:
  Clarification 1: Instruction focuses on personal hygiene to include washing hands, covering mouth to cough and sneeze, and not sharing food or utensils.

  Related Access Points
  - **HE.1.CEH.1.AP.2:** Recognize ways to prevent common communicable diseases in the community.

- **HE.1.CEH.4.1:** Help others to make positive health choices.

  Clarifications:

  Clarification 1: Instruction includes following rules.

  Clarification 2: Instruction includes selecting healthy foods.

  Clarification 3: Instruction includes participating in physical activities.

  Related Access Points
  - **HE.1.CEH.4.AP.1:** Help others to make a positive health choice.

- **HE.1.PHC.3.1:** Describe situations when a health-related decision can be made individually or when assistance is needed.

  Clarifications:
  Clarification 1: Instruction includes crossing a street and participating in water activities.

  Related Access Points
  - **HE.1.PHC.3.AP.1:** Recognize situations when a health-related decision can be made individually or when assistance is needed.

- **HE.1.PHC.3.2:** Identify healthy options to personal health-related issues or problems.

  Clarifications:

  Clarification 1: Instruction includes safety practices such as wearing a bicycle helmet or water flotation devices.

  Clarification 2: Instruction includes reporting danger or unsafe activities to a trusted adult.

Related Access Points

- **HE.1.PHC.3.AP.2:** Identify a healthy option to personal health-related issues.

- **HE.1.R.1.1:** Discuss ways to respect personal property and personal space of others.

  Related Access Points

  - **HE.1.R.1.AP.1:** Identify ways to respect personal property and personal space of others.

- **HE.1.R.1.3:** Identify the benefits of sharing and cooperation.

  Related Access Points

  - **HE.1.R.1.AP.3:** Identify a benefit of sharing and cooperation.

- **HE.1.R.1.5:** Identify strategies to overcome a challenge.

  Related Access Points

  - **HE.1.R.1.AP.5:** Identify a strategy to overcome a challenge.

- **HE.1.R.2.2:** Establish a short-term goal as a class and take action toward achieving the goal.

  Related Access Points

  - **HE.1.R.2.AP.2:** Identify a short-term goal as a class and take action toward achieving the goal.

- **HE.1.R.2.3:** Identify the characteristics of a responsible decision maker.

  Related Access Points

  - **HE.1.R.2.AP.3:** Identify a characteristic of a responsible decision maker.

- **HE.1.R.2.4:** Describe how individual actions can affect others.

  Clarifications:
  Clarification 1: Instruction includes sad, mad, happy, excited, and worried.

  Related Access Points

  - **HE.1.R.2.AP.4:** Identify how individual actions can affect others.

- **HE.1.R.2.5:** Identify strategies to discover and demonstrate personal strengths.

  Clarifications:
  Clarification 1: Instruction includes sense of pride, working toward intrinsic motivation, and experiencing a sense of accomplishment.

  Related Access Points

  - **HE.1.R.2.AP.5:** Identify a strategy needed to demonstrate a personal strength.

- **HE.1.R.2.6:** Identify healthy ways to express needs and wants.

  Clarifications:
  Clarification 1: Instruction includes asking for assistance from a trusted adult.

  Related Access Points

  - **HE.1.R.2.AP.6:** Identify a healthy way to express needs and wants.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.

- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.

- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge

aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7715025

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PE GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)

- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8)
- Physical Education (Grades K-8) **Plus** Adaptive Physical Education Endorsement

Access Physical Education Grade 2 (#7715030)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.2.C.2.1:** Describe the critical elements of locomotor skills.

  Related Access Points
  - **PE.2.C.2.In.a:** Identify characteristics of locomotor skills.
  - **PE.2.C.2.Su.a:** Recognize characteristics of locomotor skills.
  - **PE.2.C.2.Pa.a:** Recognize more than one locomotor skill.

- **PE.2.C.2.2:** Identify safety rules and procedures for selected physical activities.

  Related Access Points
  - **PE.2.C.2.In.b:** Recognize safety rules and procedures for selected physical activities.
  - **PE.2.C.2.Su.b:** Recognize safety rules for selected physical activities.
  - **PE.2.C.2.Pa.b:** Recognize a safety rule for selected physical activities.

- **PE.2.C.2.3:** Utilize technology to enhance experiences in physical education.

  Related Access Points
  - **PE.2.C.2.In.c:** Identify technologies that can be used to enhance experiences in physical education.
  - **PE.2.C.2.Su.c:** Recognize technologies that can be used to enhance experiences in physical education.
  - **PE.2.C.2.Pa.c:** Recognize a technology that can be used to enhance physical activity.

- **PE.2.C.2.4:** Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water.

  Related Access Points
  - **PE.2.C.2.In.d:** Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
  - **PE.2.C.2.Su.d:** Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
  - **PE.2.C.2.Pa.d:** Associate a life jacket (personal flotation device) with a body of water.

- **PE.2.C.2.5:** Explain how appropriate practice improves the performance of movement skills.

  Related Access Points
  - **PE.2.C.2.In.e:** Identify that practice improves performance of movement skills.
  - **PE.2.C.2.Su.e:** Recognize that practice improves performance of movement skills.
  - **PE.2.C.2.Pa.e:** Associate practice with improved performance.

- **PE.2.C.2.6:** Apply teacher feedback to effect change in performance.

  Related Access Points
  - **PE.2.C.2.In.f:** Identify and use teacher feedback to improve performance.
  - **PE.2.C.2.Su.f:** Recognize and use teacher feedback to improve performance.
  - **PE.2.C.2.Pa.f:** Respond to teacher feedback to improve performance.

- **PE.2.C.2.7:** Describe movement concepts.

  Related Access Points
  - **PE.2.C.2.In.g:** Identify movement concepts, such as directions, pathways and levels.
  - **PE.2.C.2.Su.g:** Recognize movement concepts, such as directions, pathways and levels.
  - **PE.2.C.2.Pa.g:** Recognize a directional movement, such as up, down, over or under.

- **PE.2.C.2.8:** Explain the importance of warm-up and cool-down activities.

  Related Access Points
  - **PE.2.C.2.In.h:** Identify that warm-up and cool-down activities are important.
  - **PE.2.C.2.Su.h:** Recognize that warm-up and cool-down activities are important.
  - **PE.2.C.2.Pa.h:** Recognize a warm-up and a cool-down exercise.

- **PE.2.C.2.9:** Define offense and defense.

  Related Access Points
  - **PE.2.C.2.In.i:** Identify the difference between offense and defense.
  - **PE.2.C.2.Su.i:** Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
  - **PE.2.C.2.Pa.i:** Recognize taking possession of an object (defense).

- **PE.2.L.3.1:** Identify a moderate physical activity.

  Related Access Points
  - **PE.2.L.3.In.a:** Recognize a moderate physical activity.
  - **PE.2.L.3.Su.a:** Recognize a moderate modified physical activity.
  - **PE.2.L.3.Pa.a:** Recognize a modified physical activity.

- **PE.2.L.3.2:** Identify a vigorous physical activity.

  Related Access Points
  - **PE.2.L.3.In.b:** Recognize a vigorous physical activity.
  - **PE.2.L.3.Su.b:** Recognize a physical activity.
  - **PE.2.L.3.Pa.b:** Explore physical activities.

- **PE.2.L.3.3:** Identify opportunities for involvement in physical activities during the school day.

  Related Access Points
  - **PE.2.L.3.In.c:** Recognize opportunities for involvement in physical activities during the school day.
  - **PE.2.L.3.Su.c:** Recognize opportunities for involvement in modified physical activities during the school day.
  - **PE.2.L.3.Pa.c:** Associate selected modified physical activities with experiences during the school day.

- **PE.2.L.3.4:** Identify opportunities for involvement in physical activities after the school day.

Related Access Points

- **PE.2.L.3.In.d:** Recognize selected opportunities for involvement in physical activities after the school day.
- **PE.2.L.3.Su.d:** Recognize an opportunity for involvement in physical activities after the school day.
- **PE.2.L.3.Pa.d:** Associate involvement in physical activities with experiences after the school day.

- **PE.2.L.3.5:** Set and meet physical-activity goals.

  Related Access Points

  - **PE.2.L.3.In.e:** Select and meet physical-activity goals.
  - **PE.2.L.3.Su.e:** Select and meet a physical-activity goal.
  - **PE.2.L.3.Pa.e:** Select and complete a physical activity.

- **PE.2.L.3.6:** Identify how opportunities for participation in physical activities change during the seasons.

  Related Access Points

  - **PE.2.L.3.In.f:** Identify how participation in physical activities can change during the seasons.
  - **PE.2.L.3.Su.f:** Recognize that opportunities for participation in physical activities change during the year.
  - **PE.2.L.3.Pa.f:** Associate a physical activity with a season.

- **PE.2.L.3.7:** Identify healthful benefits that result from regular participation in physical activity.

  Related Access Points

  - **PE.2.L.3.In.g:** Recognize healthful benefits that result from regular participation in physical activity.
  - **PE.2.L.3.Su.g:** Recognize a healthful benefit that results from regular participation in physical activity.
  - **PE.2.L.3.Pa.g:** Associate a healthful benefit with results from regular participation in physical activity.

- **PE.2.L.3.8:** Identify the proper crossing sequence.

  Related Access Points

  - **PE.2.L.3.In.h:** Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.
  - **PE.2.L.3.Su.h:** Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.
  - **PE.2.L.3.Pa.h:** Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again and keep looking.

- **PE.2.L.4.1:** Identify how muscular strength and endurance enhances performance in physical activities.

  Related Access Points

  - **PE.2.L.4.In.a:** Recognize how strength and endurance are involved in physical activities.
  - **PE.2.L.4.Su.a:** Recognize how strength is involved in physical activities.
  - **PE.2.L.4.Pa.a:** Recognize how strength helps performance.

- **PE.2.L.4.2:** Discuss the components of health-related physical fitness.

Related Access Points

- **PE.2.L.4.In.b:** Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.
- **PE.2.L.4.Su.b:** Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility or body composition.
- **PE.2.L.4.Pa.b:** Associate strength with health-related physical fitness.

- **PE.2.L.4.3:** Identify that a stronger heart muscle can pump more blood with each beat.

  Related Access Points

  - **PE.2.L.4.In.c:** Recognize that a strong heart pumps more blood.
  - **PE.2.L.4.Su.c:** Recognize that a heart pumps blood.
  - **PE.2.L.4.Pa.c:** Recognize that the heart beats.

- **PE.2.L.4.4:** Identify why sustained physical activity causes an increased heart rate and heavy breathing.

  Related Access Points

  - **PE.2.L.4.In.d:** Recognize why a physical activity can causes an increased heart rate and heavy breathing.
  - **PE.2.L.4.Su.d:** Recognize that physical activity causes an increased heart rate and heavy breathing.
  - **PE.2.L.4.Pa.d:** Associate selected physical activity with increased breathing and heart rate.

- **PE.2.L.4.5:** Identify the physiological signs of moderate to vigorous physical activity.

  Related Access Points

  - **PE.2.L.4.In.e:** Recognize the physiological signs of moderate physical activity.
  - **PE.2.L.4.Su.e:** Recognize a physiological sign of moderate physical activity.
  - **PE.2.L.4.Pa.e:** Associate moderate physical activity with an increased heart rate.

- **PE.2.L.4.6:** Identify benefits of participation in informal physical fitness assessment.

  Related Access Points

  - **PE.2.L.4.In.f:** Recognize a benefit of participating in a modified, informal physical fitness assessment.
  - **PE.2.L.4.Su.f:** Recognize a selected modified, informal physical fitness assessment.
  - **PE.2.L.4.Pa.f:** Recognize a modified, informal physical fitness assessment.

- **PE.2.L.4.7:** Identify appropriate stretching exercises.

  Related Access Points

  - **PE.2.L.4.In.g:** Identify selected stretching exercises.
  - **PE.2.L.4.Su.g:** Recognize a stretching exercise.
  - **PE.2.L.4.Pa.g:** Recognize a muscle.

- **PE.2.L.4.8:** Categorize food into food groups.

  Related Access Points

  - **PE.2.L.4.In.h:** Identify food in food groups.
  - **PE.2.L.4.Su.h:** Recognize food in food groups.

- **PE.2.L.4.Pa.h:** Recognize different kinds of foods.

- **PE.2.M.1.1:** Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.

  Related Access Points
  - **PE.2.M.1.In.a:** Perform locomotor skills in a variety of movement settings, including rhythms/dance.
  - **PE.2.M.1.Su.a:** Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
  - **PE.2.M.1.Pa.a:** Perform guided locomotor skills in a variety of movement settings, including rhythms/dance.

- **PE.2.M.1.2:** Strike an object continuously using body parts both upward and downward.

  Related Access Points
  - **PE.2.M.1.In.b:** Strike an object using body parts both upward and downward.
  - **PE.2.M.1.Su.b:** Swing upward and downward with a body part and make contact with a modified object.
  - **PE.2.M.1.Pa.b:** Swing upward and downward at a modified object using a body part.

- **PE.2.M.1.3:** Strike an object continuously using a paddle/racket both upward and downward.

  Related Access Points
  - **PE.2.M.1.In.c:** Strike an object more than one time both upward and downward using a paddle/racket.
  - **PE.2.M.1.Su.c:** Strike a modified object both upward and downward using a modified paddle/racket.
  - **PE.2.M.1.Pa.c:** Swing upward at a modified object using a modified paddle/racket.

- **PE.2.M.1.4:** Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.

  Related Access Points
  - **PE.2.M.1.In.d:** Strike a stationary object using a long-handled implement so the object moves a short distance.
  - **PE.2.M.1.Su.d:** Strike a stationary object using a modified, long-handled implement so the object moves a short distance.
  - **PE.2.M.1.Pa.d:** Strike a stationary, modified object using a modified, long-handled implement.

- **PE.2.M.1.5:** Dribble with hands and feet in various pathways, directions and speeds around stationary objects.

  Related Access Points
  - **PE.2.M.1.In.e:** Dribble with hands or feet around stationary objects.
  - **PE.2.M.1.Su.e:** Dribble with hands or feet.
  - **PE.2.M.1.Pa.e:** Release and trap a rebounding object with hands or feet.

- **PE.2.M.1.6:** Perform a variety of fundamental aquatics skills.

  Related Access Points
  - **PE.2.M.1.In.f:** Perform a fundamental aquatics skill, such as prone float with flutter kick or back float recover to standing position.
  - **PE.2.M.1.Su.f:** Perform a modified, fundamental aquatics skill.

- **PE.2.M.1.Pa.f:** Perform a guided, modified fundamental aquatic skill.

- **PE.2.M.1.7:** Move in different directions to catch a variety of objects softly tossed by a stationary partner.

  Related Access Points
  - **PE.2.M.1.In.g:** Move in more than one direction to catch modified objects softly tossed by a stationary partner.
  - **PE.2.M.1.Su.g:** Move in a direction to trap modified objects softly tossed by a stationary partner.
  - **PE.2.M.1.Pa.g:** Trap softly-tossed, modified objects with both hands.

- **PE.2.M.1.8:** Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy.

  Related Access Points
  - **PE.2.M.1.In.h:** Use an overhand-throwing motion for accuracy at modified targets.
  - **PE.2.M.1.Su.h:** Perform an overhand-throwing motion at modified targets.
  - **PE.2.M.1.Pa.h:** Toss modified objects at modified targets.

- **PE.2.M.1.9:** Perform one folk or line dance accurately.

  Related Access Points
  - **PE.2.M.1.In.i:** Perform one folk or line dance.
  - **PE.2.M.1.Su.i:** Imitate a pattern of steps associated with a folk or line dance.
  - **PE.2.M.1.Pa.i:** Perform a guided movement associated with folk or line dance.

- **PE.2.M.1.10:** Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions.

  Related Access Points
  - **PE.2.M.1.In.j:** Demonstrate a sequence of a balance, a roll and a different balance.
  - **PE.2.M.1.Su.j:** Perform a balance, a roll and a balance consecutively.
  - **PE.2.M.1.Pa.j:** Perform a balance and a roll.

- **PE.2.M.1.11:** Perform at least one skill that requires the transfer of weight to hands.

  Related Access Points
  - **PE.2.M.1.In.k:** Perform one guided skill that requires the transfer of weight to hands.
  - **PE.2.M.1.Su.k:** Perform a transfer of body weight to hands.
  - **PE.2.M.1.Pa.k:** Imitate a transfer of body weight to hands.

- **PE.2.M.1.12:** Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.

  Related Access Points
  - **PE.2.M.1.In.l:** Move to avoid or catch others while maneuvering around obstacles.
  - **PE.2.M.1.Su.l:** Move to avoid obstacles.
  - **PE.2.M.1.Pa.l:** Imitate movements to avoid obstacles.

- **PE.2.R.5.1:** Identify ways to cooperate with others regardless of personal differences during physical activity.

  Related Access Points

- **PE.2.R.5.In.a:** Recognize ways to cooperate with others regardless of personal differences, such as gender, skill level or ethnicity.
- **PE.2.R.5.Su.a:** Recognize a way to participate in play with a variety of other students.
- **PE.2.R.5.Pa.a:** Participate in guided play with others.

- **PE.2.R.5.2:** List ways to safely handle physical-activity equipment.

  Related Access Points
  - **PE.2.R.5.In.b:** Identify ways to handle equipment safely in selected physical activities.
  - **PE.2.R.5.Su.b:** Recognize a safe way to handle equipment in a physical activity such as putting it away when not in use.
  - **PE.2.R.5.Pa.b:** Associate an equipment handling practice as safe or unsafe.

- **PE.2.R.5.3:** Describe the personal feelings resulting from challenges, successes and failures in physical activity.

  Related Access Points
  - **PE.2.R.5.In.c:** Identify personal feelings resulting from challenges, successes and failures in physical activity.
  - **PE.2.R.5.Su.c:** Recognize personal feelings resulting from challenges, successes and failures in physical activity.
  - **PE.2.R.5.Pa.c:** Recognize a personal feeling resulting from challenges, successes and failures in physical activity.

- **PE.2.R.5.4:** Identify ways to successfully resolve conflicts with others.

  Related Access Points
  - **PE.2.R.5.In.d:** Recognize ways to successfully resolve conflict with others
  - **PE.2.R.5.Su.d:** Recognize a way to successfully resolve conflicts with others
  - **PE.2.R.5.Pa.d:**

    Associate an emotion with cooperation and conflict.

- **PE.2.R.6.1:** Identify ways to use physical activity to express feeling.

  Related Access Points
  - **PE.2.R.6.In.a:** Recognize ways to use physical activity, such as a creative dance, to express feeling.
  - **PE.2.R.6.Su.a:** Recognize a way to use physical activity, such as a creative dance, to express a selected feeling.
  - **PE.2.R.6.Pa.a:** Associate a feeling with a physical activity.

- **PE.2.R.6.2:** Discuss the relationship between skill competence and enjoyment.

  Related Access Points
  - **PE.2.R.6.In.b:** Identify the relationship between skill competence and enjoyment.
  - **PE.2.R.6.Su.b:** Recognize the relationship between doing something well and enjoyment.
  - **PE.2.R.6.Pa.b:** Associate activities that are done well with enjoyment.

- **PE.2.R.6.3:** Identify ways to contribute as a member of a cooperative group.

  Related Access Points
  - **PE.2.R.6.In.c:** Select ways to contribute as a member of a cooperative group.
  - **PE.2.R.6.Su.c:** Select a way to contribute as a member of a cooperative group.

- **PE.2.R.6.Pa.c:** Work with others in a guided group activity.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.

- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **HE.2.PHC.1.2:** Describe ways you can prevent personal injuries.

Clarifications:

Clarification 1: Instruction includes safety practices such as water safety, pedestrian safety, and bicycle safety.

Clarification 2: Instruction includes recognizing abusive behaviors.

Related Access Points

- **HE.2.PHC.1.AP.2:** Identify a way you can prevent personal injuries.

- **HE.2.PHC.2.1:** Describe how outside influences, family, and friends can influence personal health decisions.

  Clarifications:

  Clarification 1: Instruction includes consistent home safety rules.

  Clarification 2: Instruction includes telling the truth and treating others with respect.

  Related Access Points

  - **HE.2.PHC.2.AP.1:** Identify how friends and family can influence personal health decisions.

- **HE.2.R.2.2:** Identify personal goals and strategies to achieve those goals.

  Related Access Points

  - **HE.2.R.2.AP.2:** Identify a personal goal and strategy to achieve that goal.

- **HE.2.R.2.3:** Demonstrate healthy ways to express needs, wants, and listening skills.

  Clarifications:
  Clarification 1: Instruction includes paying attention, making eye contact, asking for help, etc.

  Related Access Points

  - **HE.2.R.2.AP.3:** Demonstrate a healthy way to express needs, wants, and communication skills.

- **HE.2.R.2.4:** Identify personal strengths and areas for improvement.

  Related Access Points

  - **HE.2.R.2.AP.4:** Identify a personal strength and an area for improvement.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts,

mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7715030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PE GRADE 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Elementary and Secondary Grades K-12)

- Physical Education (Grades K-8)
- Physical Education (Grades K-8) **Plus** Adaptive Physical Education Endorsement

Access Physical Education Grade 3 (#7715035)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.3.C.2.1:** Identify the importance of purposeful movement and its impact on quality of performance.

  Related Access Points
  - **PE.3.C.2.In.a:** Identify purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm.
  - **PE.3.C.2.Su.a:** Recognize a purposeful movement, such as timing, flow, sequencing, transfer of weight or rhythm.
  - **PE.3.C.2.Pa.a:** Recognize the sequence in purposeful movement, such as forward and backward.

- **PE.3.C.2.2:** Understand the importance of safety rules and procedures in all physical activities.

  Related Access Points
  - **PE.3.C.2.In.b:** Identify the importance of safety rules and procedures in physical activities.
  - **PE.3.C.2.Su.b:** Recognize the importance of safety rules and procedures in physical activities.
  - **PE.3.C.2.Pa.b:** Recognize the importance of safety rules and procedures for selected physical activities.

- **PE.3.C.2.3:** Understand that technology can be utilized to gather information about performance.

  Related Access Points
  - **PE.3.C.2.In.c:** Identify that technology can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.
  - **PE.3.C.2.Su.c:** Recognize that technology that can be used to gather information about performance, such as pedometers, heart-rate monitors and videos.
  - **PE.3.C.2.Pa.c:** Associate technology with gathering information about physical performance.

- **PE.3.C.2.4:** Identify and explain different items that can be used for assisting in a water-related emergency.

  Related Access Points
  - **PE.3.C.2.In.d:** Identify items that can be used for assisting in a water-related emergency.
  - **PE.3.C.2.Su.d:** Recognize items that can be used for assisting in a water-related emergency.

- **PE.3.C.2.Pa.d:** Recognize an item that can be used for assisting in a water-related emergency.

- **PE.3.C.2.5:** Explain how appropriate practice improves performance of movement skills.

  Related Access Points
  - **PE.3.C.2.In.e:** Identify how practice improves performance of movement skills.
  - **PE.3.C.2.Su.e:** Recognize how practice improves performance of movement skills.
  - **PE.3.C.2.Pa.e:** Recognize the practice of movement skills.

- **PE.3.C.2.6:** Analyze peer performance and provide feedback.

  Related Access Points
  - **PE.3.C.2.In.f:** Interpret peer performance and offer feedback.
  - **PE.3.C.2.Su.f:** Examine peer performance and offer feedback.
  - **PE.3.C.2.Pa.f:** Recognize peer performance and offer feedback.

- **PE.3.C.2.7:** Identify the reasons for warm-up and cool-down activities.

  Related Access Points
  - **PE.3.C.2.In.g:** Recognize reasons for warming up and cooling down.
  - **PE.3.C.2.Su.g:** Recognize reasons for warming up or cooling down.
  - **PE.3.C.2.Pa.g:** Recognize a reason for warming up or cooling down.

- **PE.3.C.2.8:** Describe basic offensive and defensive tactics.

  Related Access Points
  - **PE.3.C.2.In.h:** Recognize a basic offensive and defensive tactic.
  - **PE.3.C.2.Su.h:** Identify the difference between offense and defense.
  - **PE.3.C.2.Pa.h:** Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.

- **PE.3.L.3.1:** Identify a moderate physical activity.

  Related Access Points
  - **PE.3.L.3.In.a:** Recognize a moderate physical activity.
  - **PE.3.L.3.Su.a:** Recognize a moderate modified physical activity.
  - **PE.3.L.3.Pa.a:** Recognize a modified physical activity.

- **PE.3.L.3.2:** Identify a vigorous physical activity.

  Related Access Points
  - **PE.3.L.3.In.b:** Recognize a vigorous physical activity.
  - **PE.3.L.3.Su.b:** Recognize a physical activity.
  - **PE.3.L.3.Pa.b:** Explore physical activities.

- **PE.3.L.3.3:** Identify opportunities for involvement in physical activities during the school day.

  Related Access Points
  - **PE.3.L.3.In.c:** Recognize opportunities for involvement in selected physical activities during the school day.
  - **PE.3.L.3.Su.c:** Recognize opportunities for involvement in modified physical activities during the school day.
  - **PE.3.L.3.Pa.c:** Recognize an opportunity for involvement in a selected modified physical activity during the school day.

- **PE.3.L.3.4:** Identify opportunities for involvement in physical activities after the school day.

  Related Access Points
  - **PE.3.L.3.In.d:** Recognize selected opportunities for involvement in physical activities after the school day.
  - **PE.3.L.3.Su.d:** Recognize an opportunity for involvement in physical activities after the school day.
  - **PE.3.L.3.Pa.d:** Associate involvement in physical activities with experiences after the school day.

- **PE.3.L.3.5:** Use an activity log to maintain a personal record of participation in physical activity during a period of time.

  Related Access Points
  - **PE.3.L.3.In.e:** Keep a personal record of participation in physical activity during a period of time, such as a week.
  - **PE.3.L.3.In.f:** Recognize lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.
  - **PE.3.L.3.Su.e:** Record personal participation in physical activity during a period of time, such as a day or week.
  - **PE.3.L.3.Su.f:** Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
  - **PE.3.L.3.Pa.e:** Indicate personal participation in physical activity during a period of time, such as a day.
  - **PE.3.L.3.Pa.f:** Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.

- **PE.3.L.3.6:** Identify lifestyle changes that can be made to increase the level of physical activity.

  Related Access Points
  - **PE.3.L.3.In.f:** Recognize lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.
  - **PE.3.L.3.Su.f:** Recognize a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
  - **PE.3.L.3.Pa.f:** Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.

- **PE.3.L.3.7:** Differentiate between the correct and incorrect way to fit a bicycle helmet.

  Related Access Points
  - **PE.3.L.3.In.g:** Identify the correct way to fit a bicycle helmet.
  - **PE.3.L.3.Su.g:** Recognize the correct way to fit a bicycle helmet.
  - **PE.3.L.3.Pa.g:** Recognize a person wearing a bicycle helmet correctly.

- **PE.3.L.4.1:** Describe how muscular strength and endurance enhances performance in physical activities.

  Related Access Points
  - **PE.3.L.4.In.a:** Identify how muscular strength and endurance enhance performance in physical activities.
  - **PE.3.L.4.Su.a:** Recognize how muscular strength and endurance enhance performance in physical activities.

- **PE.3.L.4.Pa.a:** Recognize how endurance helps performance.

- **PE.3.L.4.2:** Describe the relationship between the heart and lungs during physical activity.

  Related Access Points
  - **PE.3.L.4.In.b:** Identify the effect of physical activity on the heart and lungs.
  - **PE.3.L.4.Su.b:** Recognize the effect of physical activity on the heart and lungs.
  - **PE.3.L.4.Pa.b:** Associate physical activity with its effect on the body.

- **PE.3.L.4.3:** Identify appropriate physical activities that result in the development of cardiorespiratory endurance.

  Related Access Points
  - **PE.3.L.4.In.c:** Recognize a physical activity that promotes cardiorespiratory endurance.
  - **PE.3.L.4.Su.c:** Recognize a modified physical activity that promotes cardiorespiratory endurance
  - **PE.3.L.4.Pa.c:** Associate physical activity with the development of cardiorespiratory endurance.

- **PE.3.L.4.4:** Match physical fitness assessment events to the associated fitness component.

  Related Access Points
  - **PE.3.L.4.In.d:** Match selected physical fitness assessment events to the associated fitness component.
  - **PE.3.L.4.Su.d:** Match a physical fitness assessment event to the associated fitness component.
  - **PE.3.L.4.Pa.d:** Recognize a physical fitness assessment event.

- **PE.3.L.4.5:** Identify formal and informal physical fitness assessments.

  Related Access Points
  - **PE.3.L.4.In.e:** Recognize selected modified formal and informal physical fitness assessment.
  - **PE.3.L.4.Su.e:** Recognize that there are modified formal and informal physical fitness assessments.
  - **PE.3.L.4.Pa.e:** Recognize a modified formal physical fitness assessment.

- **PE.3.L.4.6:** Identify ways to safely stretch major muscle groups.

  Related Access Points
  - **PE.3.L.4.In.f:** Identify how to safely stretch a muscle.
  - **PE.3.L.4.Su.f:** Recognize how to safely stretch a muscle.
  - **PE.3.L.4.Pa.f:** Recognize a safe stretch of a muscle.

- **PE.3.L.4.7:** Read food labels for specific nutrition facts.

  Related Access Points
  - **PE.3.L.4.In.g:** Locate nutrition facts on a food label.
  - **PE.3.L.4.Su.g:** Recognize food labels have food information.
  - **PE.3.L.4.Pa.g:** Associate food label with food information.

- **PE.3.L.4.8:** Identify the principles of physical fitness.

  Related Access Points

- **PE.3.L.4.In.h:** Recognize the principles of physical fitness, such as progression, overload and specificity.
- **PE.3.L.4.Su.h:** Recognize selected principles of physical fitness, such as progression, overload or specificity.
- **PE.3.L.4.Pa.h:** Associate the intensity of practice with physical fitness.

- **PE.3.L.4.9:** Identify individual strengths and weaknesses based upon results of a formal fitness assessment.

  Related Access Points
  - **PE.3.L.4.In.i:** Recognize individual strengths and weaknesses based on results of formal fitness test.
  - **PE.3.L.4.Su.i:** Recognize an area of strength and weakness based on results of formal fitness test.
  - **PE.3.L.4.Pa.i:** Recognize an area of strength after completing a fitness test.

- **PE.3.L.4.10:** Identify ways that technology can assist in the pursuit of physical fitness.

  Related Access Points
  - **PE.3.L.4.In.j:** Recognize ways that technology can assist in the pursuit of physical fitness.
  - **PE.3.L.4.Su.j:** Recognize a way that technology can assist in the pursuit of physical fitness.
  - **PE.3.L.4.Pa.j:** Recognize a technology used in physical fitness.

- **PE.3.M.1.1:** Apply locomotor skills in a variety of movement settings.

  Related Access Points
  - **PE.3.M.1.In.a:** Perform locomotor skills in a variety of movement settings, such as sequences, dances and games.
  - **PE.3.M.1.Su.a:** Perform selected locomotor skills in a variety of movement settings, such as sequences, dances and games.
  - **PE.3.M.1.Pa.a:** Imitate locomotor skills in a variety of movement settings, such as sequences, dances and games.

- **PE.3.M.1.2:** Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.

  Related Access Points
  - **PE.3.M.1.In.b:** Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.
  - **PE.3.M.1.Su.b:** Strike a stationary object from a stationary position using body parts so that the object travels.
  - **PE.3.M.1.Pa.b:** Strike a stationary, modified object from a stationary position using body parts.

- **PE.3.M.1.3:** Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.

  Related Access Points
  - **PE.3.M.1.In.c:** Strike an object more than once using a paddle/racket demonstrating a forehand pattern.
  - **PE.3.M.1.Su.c:** Strike a modified object more than once with a lateral movement using a paddle/racket.
  - **PE.3.M.1.Pa.c:** Swing at a modified object with a lateral movement using a paddle/racket.

- **PE.3.M.1.4:** Strike both moving and stationary objects using a long-handled implement.

  Related Access Points
  - **PE.3.M.1.In.d:** Strike a modified, moving object using a long-handled implement.
  - **PE.3.M.1.Su.d:** Strike a modified moving object using a modified long-handled implement.
  - **PE.3.M.1.Pa.d:** Swing at a modified moving object with a modified, long-handled implement.

- **PE.3.M.1.5:** Maintain control while dribbling with hands or feet against a defender.

  Related Access Points
  - **PE.3.M.1.In.e:** Control the ball while dribbling with hands or feet.
  - **PE.3.M.1.Su.e:** Dribble an object in a specified direction with hands or feet.
  - **PE.3.M.1.Pa.e:** Throw or kick an object.

- **PE.3.M.1.6:** Demonstrate a combination of basic swim skills.

  Related Access Points
  - **PE.3.M.1.In.f:** Perform a basic swim skill such as flutter kick, alternating arm movements and treading water.
  - **PE.3.M.1.Su.f:** Perform a guided basic swim skill.
  - **PE.3.M.1.Pa.f:** Perform a guided, modified basic swim skill.

- **PE.3.M.1.7:** Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.

  Related Access Points
  - **PE.3.M.1.In.g:** Move in different directions to catch modified objects of different sizes thrown by a stationary partner.
  - **PE.3.M.1.Su.g:** Move in different directions to trap modified objects of different sizes thrown by a stationary partner.
  - **PE.3.M.1.Pa.g:** Trap softly tossed, modified objects of different sizes with both hands.

- **PE.3.M.1.8:** Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.

  Related Access Points
  - **PE.3.M.1.In.h:** Throw balls of various sizes and weights to a stationary partner using an overhand motion.
  - **PE.3.M.1.Su.h:** Toss balls of various sizes and weights to a stationary partner.
  - **PE.3.M.1.Pa.h:** Toss modified objects to a stationary partner.

- **PE.3.M.1.9:** Perform a teacher-designed sequence using manipulatives.

  Related Access Points
  - **PE.3.M.1.In.i:** Perform a teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes.
  - **PE.3.M.1.Su.i:** Imitate a teacher-designed movement sequence using manipulatives such as tinikling poles, lummi sticks or jump ropes.
  - **PE.3.M.1.Pa.i:** Perform a guided, teacher-designed sequence using manipulatives, such as tinikling poles, lummi sticks or jump ropes.

- **PE.3.M.1.10:** Perform one dance accurately.

Related Access Points

- **PE.3.M.1.In.j:** Perform one dance, such as square, contra, step or social.
- **PE.3.M.1.Su.j:** Imitate a pattern of steps associated with a dance, such as square, contra, step or social.
- **PE.3.M.1.Pa.j:** Perform a guided movement associated with a dance, such as square, contra, step or social.

- **PE.3.M.1.11:** Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.

  Related Access Points

  - **PE.3.M.1.In.k:** Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands; and an ending.
  - **PE.3.M.1.Su.k:** Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.
  - **PE.3.M.1.Pa.k:** Perform a guided, basic gymnastics sequence with a beginning, a rolling action and an ending.

- **PE.3.M.1.12:** Continuously jump a self-turned rope.

  Related Access Points

  - **PE.3.M.1.In.l:** Jump a self-turned rope.
  - **PE.3.M.1.Su.l:** Jump a turning rope.
  - **PE.3.M.1.Pa.l:** Leap and land safely using at least one piece of equipment.

- **PE.3.R.5.1:** List ways to work cooperatively with peers of differing skill levels.

  Related Access Points

  - **PE.3.R.5.In.a:** Recognize ways to work with peers of differing skill levels.
  - **PE.3.R.5.Su.a:** Recognize a way to interact with peers of differing skill levels.
  - **PE.3.R.5.Pa.a:** Interact with peers.

- **PE.3.R.5.2:** List ways to show respect for the views of a peer from a different cultural background.

  Related Access Points

  - **PE.3.R.5.In.b:** Recognize ways to show respect for peers from a different cultural background.
  - **PE.3.R.5.Su.b:** Recognize a way to show respect for a peer from a different cultural background.
  - **PE.3.R.5.Pa.b:** Associate a behavior with respect for others.

- **PE.3.R.5.3:** Identify ways to take responsibility for his/her own behavior.

  Related Access Points

  - **PE.3.R.5.In.c:** Identify possible consequences for own behavior.
  - **PE.3.R.5.Su.c:** Accept praise or correction for own behavior.
  - **PE.3.R.5.Pa.c:** Acknowledge a good choice related to own behavior.

- **PE.3.R.6.1:** List personally challenging physical-activity experiences.

  Related Access Points

- **PE.3.R.6.In.a:** Select challenging physically active experiences.
- **PE.3.R.6.Su.a:** Select a challenging, physically active experience.
- **PE.3.R.6.Pa.a:** Select a challenging, physically active experience.

- **PE.3.R.6.2:** Describe ways to appreciate the good physical performance of others.

  Related Access Points
  - **PE.3.R.6.In.b:** Recognize the value of a good physical performance of others.
  - **PE.3.R.6.Su.b:** Recognize the good physical performance of others.
  - **PE.3.R.6.Pa.b:** Recognize a good physical performance of others.

- **PE.3.R.6.3:** Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.

  Related Access Points
  - **PE.3.R.6.In.c:** Identify characteristics of sportsmanship.
  - **PE.3.R.6.Su.c:** Recognize a characteristic of sportsmanship.
  - **PE.3.R.6.Pa.c:** Recognize a characteristic of accomplishment (e.g. complete task, faster time).

- **HE.3.PHC.2.1:** Describe how outside influences, family, and friends can influence health behaviors.

  Clarifications:

  Clarification 1: Instruction includes family beliefs and traditions.

  Clarification 2: Instruction includes friends' beliefs and traditions.

  Related Access Points
  - **HE.3.PHC.2.AP.1:** Identify how outside influences, family, and friends can influence health behaviors.

- **HE.3.PHC.3.4:** Select a personal health goal and track progress toward achievement.

  Clarifications:
  Clarification 1: Instruction includes tracking daily physical activity or limiting media use.

  Related Access Points
  - **HE.3.PHC.3.AP.4:** Select a personal health goal and track progress toward achievement.

- **HE.3.PHC.3.5:** Discuss healthy options to health-related issues or problems.

  Clarifications:

  Clarification 1: Instruction includes choosing healthy foods.

  Clarification 2: Instruction includes choosing safe environments and safe adults to trust.

  Related Access Points
  - **HE.3.PHC.3.AP.5:** Identify healthy options to health-related issues or problems.

- **HE.3.R.1.1:** Identify skills needed when working with others.

  Clarifications:
  Clarification 1: Instruction includes listening, cooperating, taking turns, and compromise.

  Related Access Points

- **HE.3.R.1.AP.1:** Identify a skill needed when working with others.

- **HE.3.R.2.1:** Categorize resources used to achieve a personal goal.

  Related Access Points
  - **HE.3.R.2.AP.1:** Sort resources used to achieve a personal goal.

- **HE.3.R.2.2:** Identify ways in which my decisions affect others.

  Related Access Points
  - **HE.3.R.2.AP.2:** Identify a way in which my decisions affect others.

- **HE.3.R.2.3:** Describe positive ways to deal with failure and learn from challenges.

  Related Access Points
  - **HE.3.R.2.AP.3:** Identify a positive way to deal with failure and learn from challenges.

- **HE.3.R.2.4:** Discuss how skills can be improved through hard work and perseverance.

  Related Access Points
  - **HE.3.R.2.AP.4:** Identify how skills can be improved through hard work and perseverance.

- **HE.3.R.4.1:** Explain the importance of always taking ownership for personal actions.

  Related Access Points
  - **HE.3.R.4.AP.1:** Identify why it is important to take responsibility for your actions.

- **HE.3.R.4.2:** Identify different solutions and potential outcomes when problems arise.

  Related Access Points
  - **HE.3.R.4.AP.2:** Identify different solutions and potential outcomes when problems arise.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7715035

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PE GRADE 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8)
- Physical Education (Grades K-8) **Plus** Adaptive Physical Education Endorsement

Access Physical Education Grade 4 (#7715040)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.4.C.2.1:** Understand the importance of purposeful movement in a variety of movement settings.

  Related Access Points
  - **PE.4.C.2.In.a:** Identify the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings.
  - **PE.4.C.2.Su.a:** Recognize the importance of purposeful movements, such as timing, flow, sequencing, transfer of weight or rhythm in a variety of movement settings.
  - **PE.4.C.2.Pa.a:** Recognize sequence and rhythm in purposeful movement in a variety of movement settings.

- **PE.4.C.2.2:** Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

  Related Access Points
  - **PE.4.C.2.In.b:** Identify the importance of safety rules and procedures in all physical activities.
  - **PE.4.C.2.Su.b:** Recognize the importance of safety rules and procedures in all physical activities.
  - **PE.4.C.2.Pa.b:** Recognize the importance of safety rules and procedures in selected physical activities.

- **PE.4.C.2.3:** Use technology to gather information about performance.

  Related Access Points
  - **PE.4.C.2.In.c:** Use selected technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.
  - **PE.4.C.2.Su.c:** Use a technology, such as pedometers, heart-rate monitors and videos, to gather information about performance.
  - **PE.4.C.2.Pa.c:** Recognize a technology, such as videos, pedometers or heart-rate monitors, used to assess performance.

- **PE.4.C.2.4:** Understand the importance of protecting parts of the body from the harmful rays of the sun.

  Related Access Points
  - **PE.4.C.2.In.d:** Identify the importance of protecting parts of the body from the harmful rays of the sun.
  - **PE.4.C.2.Su.d:** Recognize the importance of protecting parts of the body from the harmful rays of the sun.

- **PE.4.C.2.Pa.d:** Recognize that the sun can be harmful.

- **PE.4.C.2.5:** Detect errors in personal movement patterns.

  Related Access Points
  - **PE.4.C.2.In.e:** Recognize errors in personal movement patterns.
  - **PE.4.C.2.Su.e:** Recognize an error in personal movement patterns.
  - **PE.4.C.2.Pa.e:** Recognize an error in a selected personal-movement pattern.

- **PE.4.C.2.6:** Compare and discuss skills/sports that use similar movement patterns.

  Related Access Points
  - **PE.4.C.2.In.f:** Identify skills and sports that use similar movement patterns.
  - **PE.4.C.2.Su.f:** Identify skills that use similar movement patterns.
  - **PE.4.C.2.Pa.f:** Recognize skills that use similar movement patterns.

- **PE.4.C.2.7:** Identify proper warm-up and cool-down techniques and the reasons for using them.

  Related Access Points
  - **PE.4.C.2.In.g:** Recognize proper warm-up and cool-down techniques and the reasons for using them.
  - **PE.4.C.2.Su.g:** Recognize a proper warm-up and cool-down technique and the reason for using them.
  - **PE.4.C.2.Pa.g:** Recognize a proper warm-up or cool-down technique and the reason for using it.

- **PE.4.C.2.8:** Identify the importance of hydration before, during and after physical activity.

  Related Access Points
  - **PE.4.C.2.In.h:** Recognize the importance of hydration before, during and after physical activity.
  - **PE.4.C.2.Su.h:** Recognize the importance of hydration during physical activity.
  - **PE.4.C.2.Pa.h:** Recognize that the body needs water.

- **PE.4.C.2.9:** Identify basic offensive and defensive tactics for modified invasion and net activities.

  Related Access Points
  - **PE.4.C.2.In.i:** Recognize basic offensive and defensive tactics for modified invasion and net activities.
  - **PE.4.C.2.Su.i:** Recognize a basic offensive or defensive tactic for modified invasion and net activities.
  - **PE.4.C.2.Pa.i:** Recognize a defensive tactic, such as raising arms and hands in front of face.

- **PE.4.L.3.1:** Identify a moderate physical activity.

  Related Access Points
  - **PE.4.L.3.In.a:** Recognize a moderate physical activity.
  - **PE.4.L.3.Su.a:** Recognize a moderate modified physical activity.
  - **PE.4.L.3.Pa.a:** Recognize a modified physical activity.

- **PE.4.L.3.2:** Identify a vigorous physical activity.

Related Access Points

- **PE.4.L.3.In.b:** Recognize a vigorous physical activity.
- **PE.4.L.3.Su.b:** Recognize a physical activity.
- **PE.4.L.3.Pa.b:** Explore physical activities.

- **PE.4.L.3.3:** Identify opportunities for involvement in physical activities during the school day.

  Related Access Points

  - **PE.4.L.3.In.c:** Recognize opportunities for involvement in selected physical activities during the school day.
  - **PE.4.L.3.Su.c:** Recognize opportunities for involvement in modified physical activities during the school day.
  - **PE.4.L.3.Pa.c:** Recognize an opportunity for involvement in a selected modified physical activity during the school day.

- **PE.4.L.3.4:** Identify opportunities for involvement in physical activities after the school day.

  Related Access Points

  - **PE.4.L.3.In.d:** Recognize selected opportunities for involvement in physical activities after the school day.
  - **PE.4.L.3.Su.d:** Recognize an opportunity for involvement in physical activities after the school day.
  - **PE.4.L.3.Pa.d:** Associate involvement in physical activities with experiences after the school day.

- **PE.4.L.3.5:** Implement at least one lifestyle behavior to increase physical activity.

  Related Access Points

  - **PE.4.L.3.In.e:** Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.
  - **PE.4.L.3.Su.e:** Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.
  - **PE.4.L.3.Pa.e:** Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading or walking.

- **PE.4.L.3.6:** Discuss the importance of wearing a bicycle helmet.

  Related Access Points

  - **PE.4.L.3.In.f:** Identify a consequence of not wearing a bicycle helmet.
  - **PE.4.L.3.Su.f:** Recognize a consequence of not wearing a bicycle helmet.
  - **PE.4.L.3.Pa.f:** Associate a bicycle helmet with safety.

- **PE.4.L.4.1:** Identify the muscles being strengthened during the performance of specific activities.

  Related Access Points

  - **PE.4.L.4.In.a:** Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
  - **PE.4.L.4.Su.a:** Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
  - **PE.4.L.4.Pa.a:** Associate a physical activity with strengthening a part of the body.

- **PE.4.L.4.2:** Identify several activities related to each component of physical fitness.

  Related Access Points

- **PE.4.L.4.In.b:** Recognize activities related to each component of physical fitness.
- **PE.4.L.4.Su.b:** Recognize an activity related to selected components of physical fitness.
- **PE.4.L.4.Pa.b:** Recognize an activity related to physical fitness.

- **PE.4.L.4.3:** Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

  Related Access Points
  - **PE.4.L.4.In.c:** Maintain an elevated heart rate for a short period of time during an aerobic activity.
  - **PE.4.L.4.Su.c:** Achieve a target heart rate during an aerobic activity
  - **PE.4.L.4.Pa.c:** Increase heart rate during an aerobic activity.

- **PE.4.L.4.4:** Identify ways to participate in selected physical activities for the purpose of improving physical fitness.

  Related Access Points
  - **PE.4.L.4.In.d:** Identify ways to participate in selected modified physical activities for the purpose of improving physical fitness.
  - **PE.4.L.4.Su.d:** Recognize ways to participate in a selected modified physical activity for the purpose of improving physical fitness.
  - **PE.4.L.4.Pa.d:** Recognize ways to participate in guided, modified physical activities for the purpose of improving physical fitness.

- **PE.4.L.4.5:** Identify ways to participate in formal and informal physical fitness assessment.

  Related Access Points
  - **PE.4.L.4.In.e:** Identify ways to participate in modified formal and informal physical fitness assessment.
  - **PE.4.L.4.Su.e:** Identify ways to participate in selected modified formal and informal physical fitness assessment.
  - **PE.4.L.4.Pa.e:** Recognize ways to participate, with assistance, in modified formal and informal physical fitness assessment.

- **PE.4.L.4.6:** Identify how specific stretches increase flexibility and reduce the chance of injury.

  Related Access Points
  - **PE.4.L.4.In.f:** Recognize that specific stretches reduce the chance of injury.
  - **PE.4.L.4.Su.f:** Recognize that stretches reduce chances of injury.
  - **PE.4.L.4.Pa.f:** Associate stretching with safety.

- **PE.4.L.4.7:** Understand appropriate serving size.

  Related Access Points
  - **PE.4.L.4.In.g:** Identify a single serving size, such as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.
  - **PE.4.L.4.Su.g:** Recognize a single serving size, such as one-half cup of cooked pasta, one cup of dry cereal, one cup of milk or one tablespoon of peanut butter.
  - **PE.4.L.4.Pa.g:** Associate serving size with amount of food.

- **PE.4.L.4.8:** Explain the principles of physical fitness.

  Related Access Points
  - **PE.4.L.4.In.h:** Identify principles of physical fitness, such as progression, overload and specificity.

- **PE.4.L.4.Su.h:** Recognize the principles of physical fitness, such as progression, overload and specificity.
- **PE.4.L.4.Pa.h:** Recognize a principle of physical fitness such as progression, overload and specificity.

- **PE.4.L.4.9:** Develop short- and long-term fitness goals.

  Related Access Points
  - **PE.4.L.4.In.i:** Select short- and long-term fitness goals.
  - **PE.4.L.4.Su.i:** Identify short- and long-term fitness goals.
  - **PE.4.L.4.Pa.i:** Recognize a fitness goal.

- **PE.4.L.4.10:** Describe ways that technology can assist in the pursuit of physical fitness.

  Related Access Points
  - **PE.4.L.4.In.j:** Identify ways that technology can assist in the pursuit of physical fitness.
  - **PE.4.L.4.Su.j:** Recognize ways that technology can assist in the pursuit of physical fitness.
  - **PE.4.L.4.Pa.j:** Recognize a way that technology can assist in the pursuit of physical fitness.

- **PE.4.M.1.1:** Apply movement concepts to the performance of locomotor skills in a variety of movement settings.

  Related Access Points
  - **PE.4.M.1.In.a:** Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.
  - **PE.4.M.1.Su.a:** Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances and games.
  - **PE.4.M.1.Pa.a:** Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances and games.

- **PE.4.M.1.2:** Strike a moving object using body parts so that the object travels in the intended direction at the desired height.

  Related Access Points
  - **PE.4.M.1.In.b:** Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.
  - **PE.4.M.1.Su.b:** Strike a moving object from a stationary position using body parts so that the object travels.
  - **PE.4.M.1.Pa.b:** Swing at a moving object from a stationary position using body parts.

- **PE.4.M.1.3:** Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.

  Related Access Points
  - **PE.4.M.1.In.c:** Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.
  - **PE.4.M.1.Su.c:** Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.
  - **PE.4.M.1.Pa.c:** Swing at a modified object using a modified paddle/racket.

- **PE.4.M.1.4:** Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.

Related Access Points

- **PE.4.M.1.In.d:** Strike both moving and stationary objects with long-handled implements so the objects travel.
- **PE.4.M.1.Su.d:** Strike both moving and stationary objects with long-handled implements.
- **PE.4.M.1.Pa.d:** Strike a modified moving object with a modified, long-handled implement.

- **PE.4.M.1.5:** Dribble and pass to a moving partner.

  Related Access Points

  - **PE.4.M.1.In.e:** Dribble and pass to a stationary partner.
  - **PE.4.M.1.Su.e:** Control the ball while dribbling (with hands or feet).
  - **PE.4.M.1.Pa.e:** Throw or kick a ball in a specified direction.

- **PE.4.M.1.6:** Perform a variety of swim strokes.

  Related Access Points

  - **PE.4.M.1.In.f:** Perform a swim stroke, such as front crawl, backstroke, elementary back stroke or modified breaststroke.
  - **PE.4.M.1.Su.f:** Perform a guided swim stroke.
  - **PE.4.M.1.Pa.f:** Perform a guided, modified swim stroke.

- **PE.4.M.1.7:** Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.

  Related Access Points

  - **PE.4.M.1.In.g:** Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.
  - **PE.4.M.1.Su.g:** Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.
  - **PE.4.M.1.Pa.g:** Trap modified objects of different sizes with both hands tossed from a distance.

- **PE.4.M.1.8:** Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.

  Related Access Points

  - **PE.4.M.1.In.h:** Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.
  - **PE.4.M.1.Su.h:** Throw a ball in the direction of a stationary partner from varying distances.
  - **PE.4.M.1.Pa.h:** Toss modified objects from a distance.

- **PE.4.M.1.9:** Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.

  Related Access Points

  - **PE.4.M.1.In.i:** Perform a teacher-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks or jump ropes, while demonstrating purposeful movements and smooth transitions.
  - **PE.4.M.1.Su.i:** Perform a teacher-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks, or jump ropes, demonstrating purposeful movements.
  - **PE.4.M.1.Pa.i:** Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.

- **PE.4.M.1.10:** Perform two or more dances accurately.

  Related Access Points
  - **PE.4.M.1.In.j:** Perform more than one dance, such as square, contra, step or social.
  - **PE.4.M.1.Su.j:** Imitate a pattern of steps associated with a variety of dances.
  - **PE.4.M.1.Pa.j:** Perform a guided movement associated with more than one dance, such as square, contra, step or social.

- **PE.4.M.1.11:** Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.

  Related Access Points
  - **PE.4.M.1.In.k:** Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.
  - **PE.4.M.1.Su.k:** Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.
  - **PE.4.M.1.Pa.k:** Perform a basic gymnastics sequence with a beginning, a rolling action and an ending.

- **PE.4.M.1.12:** Run and hurdle a succession of low- to medium-level obstacles.

  Related Access Points
  - **PE.4.M.1.In.l:** Run and jump over a low- or medium-level obstacle.
  - **PE.4.M.1.Su.l:** Walk and jump over a low-level obstacle.
  - **PE.4.M.1.Pa.l:** Jump over a low-level obstacle.

- **PE.4.R.5.1:** Discuss the influence of individual differences on participation in physical activities.

  Related Access Points
  - **PE.4.R.5.In.a:** Recognize the impact of individual differences, such as age, gender, culture or skill level in physical activities.
  - **PE.4.R.5.Su.a:** Recognize the impact of individual differences, such as age, gender or skill level in physical activities.
  - **PE.4.R.5.Pa.a:** Recognize an individual difference in physical activities.

- **PE.4.R.5.2:** List ways to encourage others while refraining from insulting/negative statements.

  Related Access Points
  - **PE.4.R.5.In.b:** Recognize ways to encourage others and refrain from put-down statements.
  - **PE.4.R.5.Su.b:** Recognize a way to encourage and be kind to others.
  - **PE.4.R.5.Pa.b:** Communicate encouragement to others.

- **PE.4.R.5.3:** Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.

  Related Access Points
  - **PE.4.R.5.In.c:** Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.

- **PE.4.R.5.Su.c:** Use verbal and non-verbal communication to provide encouragement and assistance for all students.
- **PE.4.R.5.Pa.c:** Use verbal or non-verbal communication to provide encouragement for all students.

- **PE.4.R.6.1:** Discuss how physical activity can be a positive opportunity for social and group interaction.

  Related Access Points
  - **PE.4.R.6.In.a:** Recognize that physical activity is an opportunity for positive social interaction.
  - **PE.4.R.6.Su.a:** Recognize that physical activity with others can be a positive experience.
  - **PE.4.R.6.Pa.a:** Associate physical activity with a positive social experience.

- **PE.4.R.6.2:** Describe the connection between skill competence and enjoyment of physical activity.

  Related Access Points
  - **PE.4.R.6.In.b:** Recognize that enjoyment can come from skill competence.
  - **PE.4.R.6.Su.b:** Recognize that people enjoy physical activities they do well.
  - **PE.4.R.6.Pa.b:** Recognize that physical activity is enjoyable.

- **PE.4.R.6.3:** Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship.

  Related Access Points
  - **PE.4.R.6.In.c:** Recognize ways to celebrate one's own physical accomplishments while displaying sportsmanship.
  - **PE.4.R.6.Su.c:** Select characteristics of good sportsmanship.
  - **PE.4.R.6.Pa.c:** Select a characteristic of good sportsmanship

- **HE.4.CEH.3.1:** Compare community resources available to prevent common childhood injuries and health problems.

  Related Access Points
  - **HE.4.CEH.3.AP.1:** Identify community resources available to prevent common childhood injuries and health problems.

- **HE.4.PHC.1.1:** Identify examples of mental and physical health.

  Clarifications:

  Clarification 1: Mental health: examples include healthy coping skills; self-regulating and self-soothing behaviors; ability to communicate needs, control impulses, and focus/refocusing on current tasks; showing empathy and compassion; listening skills, etc.

  Clarification 2: Physical health: examples include healthy eating behaviors; performing daily physical activity; personal hygiene care; and avoiding tobacco, alcohol, and other drugs.

  Related Access Points
  - **HE.4.PHC.1.AP.1:** Identify an example of mental and physical health.

- **HE.4.PHC.2.3:** Discuss how technology influences personal thoughts, feelings, and health behaviors.

  Clarifications:

Clarification 1: Instruction includes the negative impacts of cyberbullying.

Clarification 2: Instruction includes limiting screen time to less than two hours per day to prevent health risks such as sleep difficulties, mood problems, physical inactivity, and decreased learning opportunities.

Related Access Points

- **HE.4.PHC.2.AP.3:** Identify how technology influences personal behaviors.

- **HE.4.R.1.4:** Identify strategies to help persevere in difficult situations.

  Related Access Points

  - **HE.4.R.1.AP.4:** Identify ways to keep trying when something is hard.

- **HE.4.R.2.1:** Discuss ways to take responsibility for one's actions.

  Related Access Points

  - **HE.4.R.2.AP.1:** Identify ways to take responsibility for one's actions.

- **HE.4.R.2.2:** Identify the value of making healthy choices for personal well-being.

  Related Access Points

  - **HE.4.R.2.AP.2:** Identify the value of making healthy choices for personal well-being.

- **HE.4.R.2.3:** Create a personal goal and track progress toward achievement.

  Related Access Points

  - **HE.4.R.2.AP.3:** Identify a personal goal and track progress toward achievement.

- **HE.4.R.2.4:** Explain how attitudes and thoughts can influence your behavior.

  Related Access Points

  - **HE.4.R.2.AP.4:** Identify how attitudes and thoughts can influence your behavior.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.

- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"

- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate

B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7715040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PE GRADE 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course

Course Level: 2

Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8)
- Physical Education (Grades K-8) **Plus** Adaptive Physical Education Endorsement

Access Physical Education Grade 5 (#7715045)

Version: 2026 - And Beyond (current)

The purpose of this course is to provide students with the knowledge and skills necessary for the development of a physically active lifestyle. The course content provides a variety of movement opportunities, strategies and experiences through physical activities. Students should demonstrate competency in many and proficiency in a few movement forms from a variety of physical categories. In addition to physical fitness components, this course includes content related to resiliency education: civic and character education and life skills education.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **PE.5.C.2.1:** Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.

  Related Access Points
  - **PE.5.C.2.In.a:** Identify and demonstrate purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines.
  - **PE.5.C.2.Su.a:** Recognize and use purposeful movements, such as timing, flow, sequencing, transfer of weight and rhythm in a variety of movement settings including performing movement routines.
  - **PE.5.C.2.Pa.a:** Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings, including performing guided- movement routines.

- **PE.5.C.2.2:** Design or modify a game incorporating skills, rules and strategies.

  Related Access Points
  - **PE.5.C.2.In.b:** Combine skills and rules into a new game.
  - **PE.5.C.2.Su.b:** Identify skills and rules of a new game.
  - **PE.5.C.2.Pa.b:** Recognize the rules in a game or activity.

- **PE.5.C.2.3:** Apply feedback gathered from the use of technology to assess and enhance performance.

  Related Access Points
  - **PE.5.C.2.In.c:** Identify and use feedback gathered from the use of technology to assess and enhance performance, such as pedometers, heart-rate monitors and videos.
  - **PE.5.C.2.Su.c:** Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors and videos.
  - **PE.5.C.2.Pa.c:** Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors or videos.

- **PE.5.C.2.4:** Identify the different types of basic water- rescue techniques, using various types of items.

  Related Access Points
  - **PE.5.C.2.In.d:** Identify the different basic water- rescue techniques, such as reach, throw, row or don't go.
  - **PE.5.C.2.Su.d:** Recognize the different basic water- rescue techniques, such as reach, throw, row or don't go.

- **PE.5.C.2.Pa.d:** Recognize items used in water rescue, such as pole, towel or flotation device.

- **PE.5.C.2.5:** Detect, analyze and correct errors in personal movement patterns.

  Related Access Points
  - **PE.5.C.2.In.e:** Identify and correct errors in personal movement patterns.
  - **PE.5.C.2.Su.e:** Recognize and correct errors in personal movement patterns.
  - **PE.5.C.2.Pa.e:** Recognize and correct an error in selected personal-movement patterns.

- **PE.5.C.2.6:** Compare and contrast skills/sports that use similar movement patterns and concepts.

  Related Access Points
  - **PE.5.C.2.In.f:** Identify skills and sports that use similar patterns or concepts.
  - **PE.5.C.2.Su.f:** Identify skills that use similar patterns or concepts.
  - **PE.5.C.2.Pa.f:** Recognize skills that use similar patterns or concepts.

- **PE.5.C.2.7:** Identify basic practice and conditioning principles that enhance performance.

  Related Access Points
  - **PE.5.C.2.In.g:** Identify basic practice principles that enhance performance.
  - **PE.5.C.2.Su.g:** Recognize basic practice principles that enhance performance.
  - **PE.5.C.2.Pa.g:** Recognize a basic practice principle that enhances performance.

- **PE.5.C.2.8:** Categorize basic offensive and defensive tactics for modified invasion and net activities.

  Related Access Points
  - **PE.5.C.2.In.h:** Identify basic offensive and defensive tactics for modified invasion and net activities.
  - **PE.5.C.2.Su.h:** Recognize basic offensive and defensive tactics for modified invasion and net activities.
  - **PE.5.C.2.Pa.h:** Recognize basic offensive or defensive tactics.

- **PE.5.L.3.1:** Identify a moderate physical activity.

  Related Access Points
  - **PE.5.L.3.In.a:** Recognize a moderate physical activity.
  - **PE.5.L.3.Su.a:** Recognize a moderate modified physical activity.
  - **PE.5.L.3.Pa.a:** Recognize a modified physical activity.

- **PE.5.L.3.2:** Identify a vigorous physical activity.

  Related Access Points
  - **PE.5.L.3.In.b:** Recognize a vigorous physical activity.
  - **PE.5.L.3.Su.b:** Recognize a physical activity.
  - **PE.5.L.3.Pa.b:** Explore physical activities.

- **PE.5.L.3.3:** Identify opportunities for involvement in physical activities during the school day.

  Related Access Points
  - **PE.5.L.3.In.c:** Recognize opportunities for involvement in selected physical activities during the school day.

- **PE.5.L.3.Su.c:** Recognize opportunities for involvement in modified physical activities during the school day.
- **PE.5.L.3.Pa.c:** Recognize an opportunity for involvement in a selected modified physical activity during the school day.

- **PE.5.L.3.4:** Identify opportunities for involvement in physical activities after the school day.

  Related Access Points
  - **PE.5.L.3.In.d:** Recognize selected opportunities for involvement in physical activities after the school day.
  - **PE.5.L.3.Su.d:** Recognize an opportunity for involvement in physical activities after the school day.
  - **PE.5.L.3.Pa.d:** Associate involvement in physical activities with experiences after the school day.

- **PE.5.L.3.5:** Formulate a plan to increase the amount of time spent in physical activity.

  Related Access Points
  - **PE.5.L.3.In.e:** Create a plan to increase the amount of time spent in physical activity.
  - **PE.5.L.3.Su.e:** Select a plan to increase the amount of time spent in physical activity.
  - **PE.5.L.3.Pa.e:** Recognize a plan to increase the amount of time spent in physical activity.

- **PE.5.L.3.6:** Discuss lifestyle behaviors that can be made to increase physical activity.

  Related Access Points
  - **PE.5.L.3.In.f:** Name lifestyle changes, such as taking stairs, cycling and walking that can be made to increase the level of physical activity.
  - **PE.5.L.3.Su.f:** Identify a lifestyle change, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.
  - **PE.5.L.3.Pa.f:** Recognize an activity, such as taking stairs, cycling or walking that can be made to increase the level of physical activity.

- **PE.5.L.3.7:** Use technology to enhance regular participation in physical activities.

  Related Access Points
  - **PE.5.L.3.In.g:** Use technology to identify selected opportunities for participation in physical activities.
  - **PE.5.L.3.Su.g:** Use selected technology to recognize selected opportunities for participation in physical activities.
  - **PE.5.L.3.Pa.g:** Use a technology to recognize a selected opportunity for participation in physical activities.

- **PE.5.L.3.8:** Discuss the importance of being visible, being predictable and communicating when cycling.

  Related Access Points
  - **PE.5.L.3.In.h:** Identify the importance of being visible and communicating when cycling.
  - **PE.5.L.3.Su.h:** Recognize the importance of being visible and communicating when cycling.
  - **PE.5.L.3.Pa.h:** Recognize the importance of being visible when cycling.

- **PE.5.L.4.1:** Differentiate between muscular strength and muscular endurance.

  Related Access Points

- **PE.5.L.4.In.a:** Identify muscular strength and muscular endurance.
- **PE.5.L.4.Su.a:** Recognize muscular strength and muscular endurance.
- **PE.5.L.4.Pa.a:** Recognize muscular strength or muscular endurance.

- **PE.5.L.4.2:** Identify activities that develop and maintain each component of physical fitness.

  Related Access Points
  - **PE.5.L.4.In.b:** Recognize activities that develop and maintain selected components of physical fitness.
  - **PE.5.L.4.Su.b:** Recognize activities that develop and maintain a component of physical fitness.
  - **PE.5.L.4.Pa.b:** Associate a guided activity as a development of a component of physical fitness.

- **PE.5.L.4.3:** Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.

  Related Access Points
  - **PE.5.L.4.In.c:** Recognize the increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
  - **PE.5.L.4.Su.c:** Recognize that increase heart rate intensity affects cardiorespiratory endurance.
  - **PE.5.L.4.Pa.c:** Associate increase heart rate intensity with physical fitness.

- **PE.5.L.4.4:** Analyze one's own physical fitness assessment results and develop strategies to enhance performance.

  Related Access Points
  - **PE.5.L.4.In.d:** Examine personal physical fitness assessment results and use strategies to enhance performance.
  - **PE.5.L.4.Su.d:** Identify personal physical fitness assessment results and use strategies to enhance performance.
  - **PE.5.L.4.Pa.d:** Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.

- **PE.5.L.4.5:** Select proper stretching exercises to increase flexibility and reduce the chance of injury.

  Related Access Points
  - **PE.5.L.4.In.e:** Identify selected stretching exercises to increase flexibility and reduce the chance of injury.
  - **PE.5.L.4.Su.e:** Recognize stretching exercises to perform prior to physical activity.
  - **PE.5.L.4.Pa.e:** Associate a stretching exercise with flexibility.

- **PE.5.L.4.6:** Plan a menu for a balanced meal.

  Related Access Points
  - **PE.5.L.4.In.f:** Identify food for a balanced meal.
  - **PE.5.L.4.Su.f:** Recognize food for a balanced meal.
  - **PE.5.L.4.Pa.f:** Recognize food in a balanced meal.

- **PE.5.L.4.7:** Apply the principles of physical fitness to exercise.

  Related Access Points

- **PE.5.L.4.In.g:** Use principles of physical fitness, such as progression, overload and specificity.
- **PE.5.L.4.Su.g:** Use selected principles of physical fitness, such as progression, overload or specificity.
- **PE.5.L.4.Pa.g:** Use a selected principle of physical fitness, such as progression, overload or specificity.

- **PE.5.L.4.8:** Evaluate progress toward short- and long-term fitness goals.

  Related Access Points
  - **PE.5.L.4.In.h:** Examine progress in achieving short- and long-term fitness goals.
  - **PE.5.L.4.Su.h:** Identify progress in achieving short- and long-term fitness goals.
  - **PE.5.L.4.Pa.h:** Recognize progress in achieving fitness goals.

- **PE.5.L.4.9:** Explain how technology can assist in the pursuit of physical fitness.

  Related Access Points
  - **PE.5.L.4.In.i:** Describe how technology can assist in the pursuit of physical fitness.
  - **PE.5.L.4.Su.i:** Identify a way that technology can assist in the pursuit of physical fitness.
  - **PE.5.L.4.Pa.i:** Recognize ways that technology can assist in the pursuit of physical fitness.

- **PE.5.M.1.1:** Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.

  Related Access Points
  - **PE.5.M.1.In.a:** Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances and games.
  - **PE.5.M.1.Su.a:** Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances and games.
  - **PE.5.M.1.Pa.a:** Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances and games.

- **PE.5.M.1.2:** 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.

  Related Access Points
  - **PE.5.M.1.In.b:** Approach and strike a moving object with body parts so that the object travels in the intended direction.
  - **PE.5.M.1.Su.b:** Approach and strike a moving object with body parts so that the object travels.
  - **PE.5.M.1.Pa.b:** Strike a moving object from a stationary position using body parts.

- **PE.5.M.1.3:** Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.

  Related Access Points
  - **PE.5.M.1.In.c:** Strike an object more than once with a partner using a paddle/racquet.
  - **PE.5.M.1.Su.c:** Strike a modified object more than once to a partner using a paddle/racket.
  - **PE.5.M.1.Pa.c:** Strike a modified object to a partner using a modified paddle/racket.

- **PE.5.M.1.4:** 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.

Related Access Points

- **PE.5.M.1.In.d:** Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.
- **PE.5.M.1.Su.d:** Strike both moving and stationary objects with long-handled implements so the objects travel.
- **PE.5.M.1.Pa.d:** Strike both moving and stationary modified objects with a modified, long-handled implement so the objects travel.

- **PE.5.M.1.5:** Apply dribbling skills in modified games, focusing on offensive strategies.

  Related Access Points

  - **PE.5.M.1.In.e:** Use dribbling skills in modified games.
  - **PE.5.M.1.Su.e:** Perform dribbling skills in various activities.
  - **PE.5.M.1.Pa.e:** Throw or kick a ball to a stationary partner.

- **PE.5.M.1.6:** Demonstrate proficiency in one or more swim strokes.

  Related Access Points

  - **PE.5.M.1.In.f:** Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke or butterfly.
  - **PE.5.M.1.Su.f:** Perform a swim stroke.
  - **PE.5.M.1.Pa.f:** Perform a modified swim stroke.

- **PE.5.M.1.7:** Catch a variety of objects while traveling and being defended.

  Related Access Points

  - **PE.5.M.1.In.g:** Catch a variety of objects while traveling.
  - **PE.5.M.1.Su.g:** Catch a variety of modified objects while traveling.
  - **PE.5.M.1.Pa.g:** Move to trap modified objects tossed by a stationary partner.

- **PE.5.M.1.8:** Throw a leading pass overhand to a moving partner using a variety of objects.

  Related Access Points

  - **PE.5.M.1.In.h:** Throw a pass overhand to a moving partner using a variety of objects.
  - **PE.5.M.1.Su.h:** Throw a pass to a moving partner.
  - **PE.5.M.1.Pa.h:** Toss modified objects to a recipient (partner).

- **PE.5.M.1.9:** Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.

  Related Access Points

  - **PE.5.M.1.In.i:** Perform a self-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks or jump ropes, demonstrating clear shapes, purposeful movements and smooth transitions.
  - **PE.5.M.1.Su.i:** Perform a self-designed sequence with or without manipulatives, such as tinikling poles, lummi sticks, or jump ropes, demonstrating clear shapes and purposeful movements.
  - **PE.5.M.1.Pa.i:** Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.

- **PE.5.M.1.10:** Perform a variety of dances accurately.

  Related Access Points

- **PE.5.M.1.In.j:** Perform a variety of dances, such as square, contra, step or social, accurately.
- **PE.5.M.1.Su.j:** Perform a variety of dances, such as square, contra, step or social.
- **PE.5.M.1.Pa.j:** Perform a guided movement associated with a variety of dances.

- **PE.5.M.1.11:** Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.

  Related Access Points
  - **PE.5.M.1.In.k:** Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique and smooth transitions.
  - **PE.5.M.1.Su.k:** Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction or skills requiring weight on hands and an ending with correct technique.
  - **PE.5.M.1.Pa.k:** Perform a basic gymnastics sequence with a beginning, more than one rolling action and an ending.

- **PE.5.R.5.1:** Describe a benefit of working productively with a partner to improve performance.

  Related Access Points
  - **PE.5.R.5.In.a:** Recognize benefit of working with a partner to improve performance.
  - **PE.5.R.5.Su.a:** Recognize a benefit of working with a partner.
  - **PE.5.R.5.Pa.a:** Work with a partner in a guided activity.

- **PE.5.R.5.2:** Describe ways to utilize equipment safely during physical activities.

  Related Access Points
  - **PE.5.R.5.In.b:** Demonstrate ways to utilize equipment safely during physical activities.
  - **PE.5.R.5.Su.b:** Identify a way to utilize equipment safely during a physical activity.
  - **PE.5.R.5.Pa.b:** Recognize a safe practice during a physical activity.

- **PE.5.R.5.3:** Describe the influence of individual differences on participation in physical activities.

  Related Access Points
  - **PE.5.R.5.In.c:** Recognize selected positive attributes that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities.
  - **PE.5.R.5.Su.c:** Recognize a positive attribute that individuals of varying genders, ages, disabilities, races, cultures and skill levels bring to physical activities.
  - **PE.5.R.5.Pa.c:** Recognize a positive attribute in another person in physical activities.

- **PE.5.R.6.1:** Describe how participation in physical activity is a source of self-expression and meaning.

  Related Access Points
  - **PE.5.R.6.In.a:** Recognize that participation in physical activity can be challenging, pleasurable and fun.
  - **PE.5.R.6.Su.a:** Recognize that participation in physical activity can be fun and pleasurable.
  - **PE.5.R.6.Pa.a:** Recognize that participation in physical activity can be fun.

- **PE.5.R.6.2:** Explain the benefits of physical activity.

  Related Access Points
  - **PE.5.R.6.In.b:** Identify benefits of physical activity.
  - **PE.5.R.6.Su.b:** Recognize benefits of physical activity.
  - **PE.5.R.6.Pa.b:** Recognize a benefit of physical activity.

- **PE.5.R.6.3:** Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.

  Related Access Points
  - **PE.5.R.6.In.c:** Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
  - **PE.5.R.6.Su.c:** Recognize a way to celebrate one's own physical accomplishments while displaying sportsmanship.
  - **PE.5.R.6.Pa.c:** Select a way to celebrate one's own physical accomplishments while displaying sportsmanship.

- **HE.5.CH.1.3:** Recognize appropriate health care products and services in the community.

  Clarifications:
  Clarification 1: Instruction includes seeking counseling or healthcare for individual needs.

  Related Access Points
  - **HE.5.CH.1.AP.3:** Identify appropriate health care products and services in the community.

- **HE.5.PHC.2.2:** Explain ways a safe, healthy home and school environment promote personal health.

  Clarifications:

  Clarification 1: Instruction includes having a smoke-free home environment.

  Clarification 2: Instruction includes having a clean/orderly environment with rules.

  Related Access Points
  - **HE.5.PHC.2.AP.2:** Identify ways a safe, healthy home and school environment promote personal health.

- **HE.5.PHC.3.2:** Select a healthy option when making decisions for yourself to maintain or improve personal health and reduce health risks.

  Clarifications:

  Clarification 1: Instruction includes reporting bullying and resolving conflicts with peers.

  Clarification 2: Instruction includes using safety equipment and gear.

  Related Access Points
  - **HE.5.PHC.3.AP.2:** Select a healthy option when making decisions for yourself to maintain or improve personal health.

- **HE.5.R.1.1:** Discuss how to work together to achieve a positive outcome.

  Related Access Points
  - **HE.5.R.1.AP.1:** Recognize how to work together to achieve a positive outcome.

- **HE.5.R.1.2:** Identify how to communicate effectively within a group.

Related Access Points

- **HE.5.R.1.AP.2:** Identify a way to communicate effectively within a group.

- **HE.5.R.2.1:** Describe the importance of having the courage to the do the right thing even when it is difficult.

  Related Access Points

  - **HE.5.R.2.AP.1:** Identify the importance of having the courage to do the right thing even when it is difficult.

- **HE.5.R.2.2:** Discuss how responsible decision-making affects personal well-being.

  Related Access Points

  - **HE.5.R.2.AP.2:** Recognize how responsible decision-making affects personal well-being.

- **HE.5.R.2.3:** Select reliable resources that would assist in achieving a personal goal.

  Related Access Points

  - **HE.5.R.2.AP.3:** Select a reliable resource that would assist in achieving a personal goal.

- **HE.5.R.2.4:** Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.

  Related Access Points

  - **HE.5.R.2.AP.4:** Select an individual goal to maintain or improve oneself.

- **HE.5.R.2.5:** Explain how attitudes and thoughts can influence your behavior and affect others.

  Related Access Points

  - **HE.5.R.2.AP.5:** Identify how attitudes and thoughts can influence your behavior and affect others.

- **HE.5.R.2.6:** Demonstrate how to positively respond to external influences.

  Clarifications:
  Clarification 1: Instruction includes social media, television, music, and peers.

  Related Access Points

  - **HE.5.R.2.AP.6:** Identify how to positively respond to external influences.

- **HE.5.R.3.1:** Identify leadership skills that encourage and empower others.

  Related Access Points

  - **HE.5.R.3.AP.1:** Identify a leadership skill that encourages and empowers others.

- **HE.5.R.4.1:** Apply organizational strategies that support completing multiple tasks efficiently.

  Related Access Points

  - **HE.5.R.4.AP.1:** Apply an organizational strategy that supports completing multiple tasks.

- **HE.5.R.4.2:** Identify successful strategies for adjusting to change and setbacks.

  Clarifications:
  Clarification 1: Instruction includes coping, grit, and new learning opportunities.

  Related Access Points

  - **HE.5.R.4.AP.2:** Identify a successful strategy for adjusting to change and setbacks.

- **HE.5.R.4.3:** Compare conflict resolution methods to identify potential solutions.

Clarifications:
Clarification 1: Methods include negotiation, give and take, and analyze pros and cons.

Related Access Points

- **HE.5.R.4.AP.3:** Identify conflict resolution methods to identify potential solutions.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELD) Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7715045

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS PE GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Elective Course
Course Level: 2
Course Status: Draft - Course Pending Approval

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8)
- Physical Education (Elementary and Secondary Grades K-12)
- Physical Education (Grades K-8) **Plus** Adaptive Physical Education Endorsement

Access Science Grade Kindergarten (#7720015)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.K.E.5.1:** Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.

  Related Access Points
  - **SC.K.E.5.In.1:** Identify that objects can fall to the ground unless something stops them.
  - **SC.K.E.5.Su.1:** Recognize that objects fall to the ground.
  - **SC.K.E.5.Pa.1:** Track a falling object.

- **SC.K.E.5.2:** Recognize the repeating pattern of day and night.

  Related Access Points
  - **SC.K.E.5.In.2:** Identify daily activities in a 24-hour period, such as eating breakfast and going to bed, and associate activities with morning and night.
  - **SC.K.E.5.Su.2:** Identify one common activity that occurs in the day and one that occurs in the night.
  - **SC.K.E.5.Pa.2:** Recognize one common activity that occurs during the day.

- **SC.K.E.5.3:** Recognize that the Sun can only be seen in the daytime.

  Related Access Points
  - **SC.K.E.5.In.3:** Identify the Sun in the daytime.
  - **SC.K.E.5.Su.3:** Recognize the Sun in the daytime.
  - **SC.K.E.5.Pa.3:** Associate the Sun with daytime.

- **SC.K.E.5.4:** Observe that sometimes the Moon can be seen at night and sometimes during the day.

  Related Access Points
  - **SC.K.E.5.In.4:** Identify the Moon in the sky at night.
  - **SC.K.E.5.Su.4:** Recognize the Moon in the sky at night.
  - **SC.K.E.5.Pa.4:** Associate the Moon with night.

- **SC.K.E.5.5:** Observe that things can be big and things can be small as seen from Earth.

  Related Access Points
  - **SC.K.E.5.In.5:** Observe big and small things in the sky.
  - **SC.K.E.5.Su.5:** Recognize the size of items as either big or small.
  - **SC.K.E.5.Pa.5:** Recognize items that are big.

- **SC.K.E.5.6:** Observe that some objects are far away and some are nearby as seen from Earth.

  Related Access Points
  - **SC.K.E.5.In.6:** Identify an item that is far away and an item that is nearby.
  - **SC.K.E.5.Su.6:** Recognize familiar objects that are far away or nearby.
  - **SC.K.E.5.Pa.6:** Recognize items as nearby.

- **SC.K.L.14.1:** Recognize the five senses and related body parts.

  Related Access Points
  - **SC.K.L.14.In.1:** Recognize the senses of sight, hearing, and smell and related body parts.
  - **SC.K.L.14.Su.1:** Recognize the senses of sight and hearing and related body parts.
  - **SC.K.L.14.Pa.1:** Recognize and respond to one type of sensory stimuli.

- **SC.K.L.14.2:** Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

  Related Access Points
  - **SC.K.L.14.In.2:** Identify a behavior of an animal or plant in a book or other media that is not real.
  - **SC.K.L.14.Su.2:** Distinguish a real animal and an animal that is not a living thing, such as a toy animal.
  - **SC.K.L.14.Pa.2:** Distinguish between a plant and animal.

- **SC.K.L.14.3:** Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

  Related Access Points
  - **SC.K.L.14.In.3:** Identify differences in characteristics of plants and animals.
  - **SC.K.L.14.Su.3:** Match identical animals and plants.
  - **SC.K.L.14.Pa.2:** Distinguish between a plant and animal.

- **SC.K.N.1.1:** Collaborate with a partner to collect information.

  Related Access Points
  - **SC.K.N.1.In.1:** Identify a partner to obtain information.
  - **SC.K.N.1.Su.1:** Collect a designated item with a partner.
  - **SC.K.N.1.Pa.1:** Share objects with a partner.

- **SC.K.N.1.2:** Make observations of the natural world and know that they are descriptors collected using the five senses.

  Related Access Points
  - **SC.K.N.1.In.2:** Identify information about objects and actions in the natural world through observation.
  - **SC.K.N.1.Su.2:** Identify information about objects in the natural world through observation.
  - **SC.K.N.1.Pa.2:** Recognize common objects in the natural world through observation.

- **SC.K.N.1.3:** Keep records as appropriate -- such as pictorial records -- of investigations conducted.

  Related Access Points
  - **SC.K.N.1.In.3:** Observe, explore, and create a visual representation of real objects.
  - **SC.K.N.1.Su.3:** Observe, explore, and match pictures to real objects.
  - **SC.K.N.1.Pa.2:** Recognize common objects in the natural world through observation.

- **SC.K.N.1.4:** Observe and create a visual representation of an object which includes its major features.

  Related Access Points

- **SC.K.N.1.In.3:** Observe, explore, and create a visual representation of real objects.
- **SC.K.N.1.Su.3:** Observe, explore, and match pictures to real objects.
- **SC.K.N.1.Pa.2:** Recognize common objects in the natural world through observation.

- **SC.K.N.1.5:** Recognize that learning can come from careful observation.

  Related Access Points
  - **SC.K.N.1.In.2:** Identify information about objects and actions in the natural world through observation.
  - **SC.K.N.1.Su.2:** Identify information about objects in the natural world through observation.
  - **SC.K.N.1.Su.3:** Observe, explore, and match pictures to real objects.
  - **SC.K.N.1.Pa.2:** Recognize common objects in the natural world through observation.

- **SC.K.P.8.1:** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

  Related Access Points
  - **SC.K.P.8.In.1:** Sort objects by observable properties, such as size, shape, or color.
  - **SC.K.P.8.Su.1:** Match objects by an observable property, such as size or color.
  - **SC.K.P.8.Pa.1:** Recognize two common objects that are identical to each other.

- **SC.K.P.9.1:** Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

  Related Access Points
  - **SC.K.P.9.In.1:** Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled.
  - **SC.K.P.9.Su.1:** Recognize that the shape of objects, such as paper, changes when cut or torn.
  - **SC.K.P.9.Pa.1:** Recognize a change in an object.

- **SC.K.P.10.1:** Observe that things that make sound vibrate.

  Related Access Points
  - **SC.K.P.10.In.1:** Identify objects that create specific sounds.
  - **SC.K.P.10.Su.1:** Match sounds to specific objects.
  - **SC.K.P.10.Pa.1:** Recognize and respond to common sounds.

- **SC.K.P.12.1:** Investigate that things move in different ways, such as fast, slow, etc.

  Related Access Points
  - **SC.K.P.12.In.1:** Identify ways that things move, such as fast or slow.
  - **SC.K.P.12.Su.1:** Recognize that things move.
  - **SC.K.P.12.Pa.1:** Track objects in motion.

- **SC.K.P.13.1:** Observe that a push or a pull can change the way an object is moving.

  Related Access Points
  - **SC.K.P.13.In.1:** Demonstrate pushing or pulling of an object to make it move.
  - **SC.K.P.13.Su.1:** Recognize that pushing or pulling an object makes it move.
  - **SC.K.P.13.Pa.1:** Track the movement of objects that are pushed or pulled.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

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6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.K.C.1.5 (Archived Standard):** Recognize there are body parts inside and outside of the body.

  Related Access Points
  - **HE.K.C.1.In.4:** Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.
  - **HE.K.C.1.Su.4:** Recognize selected body parts outside of the body, such as nose, hands, and eyes.
  - **HE.K.C.1.Pa.4:** Recognize a body part outside of the body, such as a hand.

Course Information

General Notes

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Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7720015

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Draft - Course Pending Approval

Grade Level(s): K

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
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Access Science Grade 1 (#7720020)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.1.E.5.1:** Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.

  Related Access Points
  - **SC.1.E.5.Su.1:** Recognize that there are many stars in the sky.
  - **SC.1.E.5.Pa.1:** Associate stars with the night sky.

- **SC.1.E.5.2:** Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.

  Related Access Points
  - **SC.1.E.5.In.2:** Observe and recognize that an object will fall when it is dropped.
  - **SC.1.E.5.Su.2:** Indicate the location of an object before and after it falls.
  - **SC.1.E.5.Pa.2:** Track objects that fall to the ground.

- **SC.1.E.5.3:** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

  Related Access Points
  - **SC.1.E.5.In.3:** Identify that magnifiers enlarge the appearance of objects.
  - **SC.1.E.5.Su.3:** Match a magnified item to its original item.
  - **SC.1.E.5.Pa.3:** Recognize a familiar object enlarged by magnification.

- **SC.1.E.5.4:** Identify the beneficial and harmful properties of the Sun.

  Related Access Points
  - **SC.1.E.5.In.4:** Recognize positive and harmful effects of sunlight.
  - **SC.1.E.5.Su.4:** Recognize a positive effect and a negative effect of sunlight.
  - **SC.1.E.5.Pa.4:** Recognize effects of sunlight, such as warming and giving light.

- **SC.1.E.6.1:** Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

  Related Access Points
  - **SC.1.E.6.In.1:** Identify rocks, water, and living things in the environment.
  - **SC.1.E.6.Su.1:** Recognize rocks and living things in the environment.
  - **SC.1.E.6.Pa.1:** Recognize living things in the environment.

- **SC.1.E.6.2:** Describe the need for water and how to be safe around water.

  Related Access Points
  - **SC.1.E.6.In.2:** Identify reasons people need water and safe practices around water.
  - **SC.1.E.6.Su.2:** Identify reasons people need water.
  - **SC.1.E.6.Pa.2:** Recognize one way people use water.

- **SC.1.E.6.3:** Recognize that some things in the world around us happen fast and some happen slowly.

Related Access Points

- **SC.1.E.6.In.3:** Distinguish between events that happen slowly and those that happen fast.
- **SC.1.E.6.Su.3:** Distinguish between actions that are fast or slow.
- **SC.1.E.6.Pa.3:** Recognize an action as fast or slow.

- **SC.1.L.14.1:** Make observations of living things and their environment using the five senses.

  Related Access Points

  - **SC.1.L.14.In.1:** Use sight, hearing, and smell to make observations.
  - **SC.1.L.14.Su.1:** Use sight and hearing to make observations.
  - **SC.1.L.14.Pa.1:** Recognize and respond to different types of sensory stimuli.

- **SC.1.L.14.2:** Identify the major parts of plants, including stem, roots, leaves, and flowers.

  Related Access Points

  - **SC.1.L.14.In.2:** Identify the leaf, flower, and stem of a plant.
  - **SC.1.L.14.Su.2:** Recognize the leaf and flower of a plant.
  - **SC.1.L.14.Pa.2:** Recognize that plants have leaves.

- **SC.1.L.14.3:** Differentiate between living and nonliving things.

  Related Access Points

  - **SC.1.L.14.In.3:** Identify characteristics of living and nonliving things, including whether they need food or water.
  - **SC.1.L.14.Su.3:** Distinguish common living and nonliving things in the environment.
  - **SC.1.L.14.Pa.3:** Recognize self and others as living things.

- **SC.1.L.16.1:** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

  Related Access Points

  - **SC.1.L.16.In.1:** Match offspring of specific animals to adult animals.
  - **SC.1.L.16.Su.1:** Recognize that baby plants and animals have parents.
  - **SC.1.L.16.Pa.1:** Recognize one's own parents.

- **SC.1.L.17.1:** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

  Related Access Points

  - **SC.1.L.17.In.1:** Observe and recognize that plants and animals need water and food.
  - **SC.1.L.17.Su.1:** Observe and recognize that plants and animals need water.
  - **SC.1.L.17.Pa.1:** Observe and recognize that people need water.

- **SC.1.N.1.1:** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

  Related Access Points

  - **SC.1.N.1.In.1:** Request information about the environment.
  - **SC.1.N.1.Su.1:** Ask questions about common objects in the environment.
  - **SC.1.N.1.Pa.1:** Recognize common objects in the environment.

- **SC.1.N.1.2:** Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

Related Access Points

- **SC.1.N.1.In.2:** Use careful observation to identify objects based on size, shape, color, or texture.
- **SC.1.N.1.Su.2:** Recognize differences in objects through observation of size, shape, or color
- **SC.1.N.1.Pa.2:** Recognize common objects as the same.

- **SC.1.N.1.3:** Keep records as appropriate - such as pictorial and written records - of investigations conducted.

  Related Access Points

  - **SC.1.N.1.In.3:** Draw pictures about investigations conducted.
  - **SC.1.N.1.Su.3:** Contribute to group recordings of observations.
  - **SC.1.N.1.Pa.1:** Recognize common objects in the environment.

- **SC.1.N.1.4:** Ask "how do you know?" in appropriate situations.

  Related Access Points

  - **SC.1.N.1.In.4:** Ask a question about a science investigation.
  - **SC.1.N.1.Su.1:** Ask questions about common objects in the environment.
  - **SC.1.N.1.Pa.1:** Recognize common objects in the environment.

- **SC.1.P.8.1:** Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

  Related Access Points

  - **SC.1.P.8.In.1:** Sort objects by observable properties, such as size, shape, color, or texture.
  - **SC.1.P.8.Su.1:** Sort objects by an observable property, such as size, shape, or color.
  - **SC.1.P.8.Pa.1:** Identify common classroom objects by one observable property, such as size or color.

- **SC.1.P.12.1:** Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

  Related Access Points

  - **SC.1.P.12.In.1:** Demonstrate and identify that objects can move in different ways, such as up and down, in a straight line, and back and forth.
  - **SC.1.P.12.Su.1:** Demonstrate that objects can move in different ways, such as up and down.
  - **SC.1.P.12.Pa.1:** Track objects moving up and down.

- **SC.1.P.13.1:** Demonstrate that the way to change the motion of an object is by applying a push or a pull.

  Related Access Points

  - **SC.1.P.13.In.1:** Identify the effect that a push or pull has on an object, such as changing the way an object moves.
  - **SC.1.P.13.Su.1:** Demonstrate and recognize that pushing or pulling of an object makes it move.
  - **SC.1.P.13.Pa.1:** Apply a push to move an object.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.

- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information.

When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.1.C.1.5 (Archived Standard):** Identify the correct names of human body parts.

Related Access Points

- **HE.1.C.1.In.4:** Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.
- **HE.1.C.1.Su.4:** Recognize body parts outside of the body, such as mouth, hands, arms, and head.
- **HE.1.C.1.Pa.4:** Recognize selected body parts outside the body, such as a hand, mouth, and nose.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7720020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 1

Educator Certifications

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Access Science Grade 2 (#7720030)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.2.E.6.1:** Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

  Related Access Points
  - **SC.2.E.6.In.1:** Sort rocks according to size and shape.
  - **SC.2.E.6.Su.1:** Sort rocks according to size.
  - **SC.2.E.6.Pa.1:** Recognize the ground in the environment.

- **SC.2.E.6.2:** 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.

  Related Access Points
  - **SC.2.E.6.In.2:** Identify components of soil, such as dead plants and pieces of rock.
  - **SC.2.E.6.Su.2:** Identify small pieces of rock in the soil.
  - **SC.2.E.6.Pa.1:** Recognize the ground in the environment.

- **SC.2.E.6.3:** Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.

  Related Access Points
  - **SC.2.E.6.In.3:** Recognize soil types based on color (dark or light) and texture (size of particles).
  - **SC.2.E.6.Su.3:** Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles).
  - **SC.2.E.6.Pa.2:** Distinguish examples of soil from other substances.

- **SC.2.E.7.1:** 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.

  Related Access Points
  - **SC.2.E.7.In.1:** Identify common weather patterns associated with each season.
  - **SC.2.E.7.Su.1:** Recognize types of weather and match to the weather outdoors.
  - **SC.2.E.7.Pa.1:** Recognize daily outdoor temperature as hot or cold.

- **SC.2.E.7.2:** Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.

  Related Access Points
  - **SC.2.E.7.In.2:** Identify that the Sun heats the outside air and water.
  - **SC.2.E.7.Su.2:** Recognize that items outside are heated by the Sun.
  - **SC.2.E.7.Pa.1:** Recognize daily outdoor temperature as hot or cold.

- **SC.2.E.7.3:** Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).

  Related Access Points

- **SC.2.E.7.In.3:** Recognize that water in an open container will disappear (evaporate).
- **SC.2.E.7.Su.3:** Recognize that wet things will dry when they are left in the air.
- **SC.2.E.7.Pa.2:** Distinguish between items that are wet and items that are dry.

- **SC.2.E.7.4:** Investigate that air is all around us and that moving air is wind.

  Related Access Points
  - **SC.2.E.7.In.4:** Identify effects of wind.
  - **SC.2.E.7.Su.4:** Recognize effects of wind.
  - **SC.2.E.7.Pa.3:** Indicate awareness of air moving.

- **SC.2.E.7.5:** State the importance of preparing for severe weather, lightning, and other weather related events.

  Related Access Points
  - **SC.2.E.7.In.5:** Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados.
  - **SC.2.E.7.Su.5:** Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms.
  - **SC.2.E.7.Pa.4:** Recognize where to go to avoid severe weather, such as thunder and lightning.

- **SC.2.L.14.1:** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

  Related Access Points
  - **SC.2.L.14.In.1:** Identify major external body parts, such as hands and legs, and their uses.
  - **SC.2.L.14.Su.1:** Match external body parts, such as a foot, to their uses.
  - **SC.2.L.14.Pa.1:** Recognize one or more external body parts.

- **SC.2.L.16.1:** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

  Related Access Points
  - **SC.2.L.16.In.1:** Observe and recognize the major stages in the life cycles of plants and animals.
  - **SC.2.L.16.Su.1:** Observe and recognize the sequence of stages in the life cycles of common animals.
  - **SC.2.L.16.Pa.1:** Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs.

- **SC.2.L.17.1:** Compare and contrast the basic needs that all living things, including humans, have for survival.

  Related Access Points
  - **SC.2.L.17.In.1:** Identify the basic needs of living things, including water, food, and air.
  - **SC.2.L.17.Su.1:** Recognize that living things have basic needs, including water and food.
  - **SC.2.L.17.Pa.1:** Recognize that animals need water.

- **SC.2.L.17.2:** 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.

  Related Access Points

- **SC.2.L.17.In.2:** Recognize that many different kinds of living things are found in different habitats.
- **SC.2.L.17.Su.2:** Recognize that many kinds of living things are found in the environment.
- **SC.2.L.17.Pa.2:** Recognize common living things in the immediate environment.

- **SC.2.N.1.1:** Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

  Related Access Points
  - **SC.2.N.1.In.1:** Ask questions and make observations about things in the natural world.
  - **SC.2.N.1.Su.1:** Answer yes and no questions and make observations about common objects and actions in the natural world.
  - **SC.2.N.1.Pa.1:** Request a change or help to solve a problem in the environment.

- **SC.2.N.1.2:** Compare the observations made by different groups using the same tools.

  Related Access Points
  - **SC.2.N.1.In.2:** Identify information about objects based on observation.
  - **SC.2.N.1.Su.2:** Identify characteristics of objects based on observation.
  - **SC.2.N.1.Pa.2:** Use senses to recognize objects.

- **SC.2.N.1.3:** Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

  Related Access Points
  - **SC.2.N.1.In.1:** Ask questions and make observations about things in the natural world.
  - **SC.2.N.1.Su.1:** Answer yes and no questions and make observations about common objects and actions in the natural world.
  - **SC.2.N.1.Pa.1:** Request a change or help to solve a problem in the environment.

- **SC.2.N.1.4:** Explain how particular scientific investigations should yield similar conclusions when repeated.

  Related Access Points
  - **SC.2.N.1.In.3:** Recognize that the results of a scientific activity should be the same when repeated
  - **SC.2.N.1.Su.3:** Recognize that science activities can be repeated.
  - **SC.2.N.1.Pa.3:** Recognize common objects in different environments.

- **SC.2.N.1.5:** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

  Related Access Points
  - **SC.2.N.1.In.2:** Identify information about objects based on observation.
  - **SC.2.N.1.Su.2:** Identify characteristics of objects based on observation.
  - **SC.2.N.1.Pa.2:** Use senses to recognize objects.

- **SC.2.N.1.6:** Explain how scientists alone or in groups are always investigating new ways to solve problems.

  Related Access Points
  - **SC.2.N.1.In.4:** Recognize that scientists work to solve problems.
  - **SC.2.N.1.Su.4:** Recognize that people work in science.

- **SC.2.N.1.Pa.1:** Request a change or help to solve a problem in the environment.

- **SC.2.P.8.1:** Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

  Related Access Points
  - **SC.2.P.8.In.1:** Identify objects by observable properties, such as, size, shape, color,
  - **SC.2.P.8.Su.1:** Identify objects by observable properties, such as size, shape, and color.
  - **SC.2.P.8.Pa.1:** Match objects by one observable property, such as size or color.

- **SC.2.P.8.2:** Identify objects and materials as solid, liquid, or gas.

  Related Access Points
  - **SC.2.P.8.In.2:** Identify objects and materials as solid or liquid.
  - **SC.2.P.8.Su.2:** Recognize water in solid or liquid states.
  - **SC.2.P.8.Pa.2:** Recognize water as a liquid.

- **SC.2.P.8.3:** Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

  Related Access Points
  - **SC.2.P.8.In.3:** Recognize that solids have a definite shape and liquids take the shape of their container.
  - **SC.2.P.8.Su.3:** Recognize that solids have a definite shape.
  - **SC.2.P.8.Pa.3:** Recognize different containers that hold liquids.

- **SC.2.P.8.4:** Observe and describe water in its solid, liquid, and gaseous states.

  Related Access Points
  - **SC.2.P.8.In.2:** Identify objects and materials as solid or liquid.
  - **SC.2.P.8.Su.2:** Recognize water in solid or liquid states.
  - **SC.2.P.8.Pa.2:** Recognize water as a liquid.

- **SC.2.P.8.5:** Measure and compare temperatures taken every day at the same time.

  Related Access Points
  - **SC.2.P.8.In.4:** Describe and compare outside daily temperatures as warm or cold.
  - **SC.2.P.8.Su.4:** Identify outside temperatures as warm or cold.
  - **SC.2.P.8.Pa.4:** Recognize common objects or materials as warm or cold.

- **SC.2.P.8.6:** Measure and compare the volume of liquids using containers of various shapes and sizes.

  Related Access Points
  - **SC.2.P.8.In.5:** Compare the volume of liquid in a variety of containers.
  - **SC.2.P.8.Su.5:** Recognize different volumes of liquids in identical containers.
  - **SC.2.P.8.Pa.3:** Recognize different containers that hold liquids.

- **SC.2.P.9.1:** 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 Access Points
  - **SC.2.P.9.In.1:** Explore and identify that observable properties of materials can be changed.

- **SC.2.P.9.Su.1:** Recognize changes in observable properties of materials.
- **SC.2.P.9.Pa.1:** Recognize that the appearance of an object or material has changed.

- **SC.2.P.10.1:** Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

  Related Access Points
  - **SC.2.P.10.In.1:** Identify ways people use electricity in their lives.
  - **SC.2.P.10.Su.1:** Recognize a way people use electricity in their lives.
  - **SC.2.P.10.Pa.1:** Activate a device that uses electricity.

- **SC.2.P.13.1:** Investigate the effect of applying various pushes and pulls on different objects.

  Related Access Points
  - **SC.2.P.13.In.1:** Observe and identify that pushing or pulling an object can change the direction of movement of the object.
  - **SC.2.P.13.Su.1:** Identify that pushing or pulling an object makes it move.
  - **SC.2.P.13.Pa.1:** Recognize that pushing and pulling an object makes it move.

- **SC.2.P.13.2:** Demonstrate that magnets can be used to make some things move without touching them.

  Related Access Points
  - **SC.2.P.13.In.2:** Observe and recognize that magnets can move some objects.
  - **SC.2.P.13.Su.2:** Use magnets to cause objects to move.
  - **SC.2.P.13.Pa.1:** Recognize that pushing and pulling an object makes it move.

- **SC.2.P.13.3:** Recognize that objects are pulled toward the ground unless something holds them up.

  Related Access Points
  - **SC.2.P.13.In.3:** Identify and demonstrate that an object will fall to the ground when dropped.
  - **SC.2.P.13.Su.3:** Recognize that an object will fall to the ground when dropped.
  - **SC.2.P.13.Pa.2:** Indicate that an object has fallen.

- **SC.2.P.13.4:** Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

  Related Access Points
  - **SC.2.P.13.In.4:** Identify that pushing or pulling an object with more force will make the object go faster or farther.
  - **SC.2.P.13.Su.4:** Recognize that pushing or pulling an object with more force will make the object go faster or farther.
  - **SC.2.P.13.Pa.1:** Recognize that pushing and pulling an object makes it move.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.2.B.5.2 (Archived Standard):** Name healthy options to health-related issues or problems.

  Related Access Points

  - **HE.2.B.5.In.b:** Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.

- **HE.2.B.5.Su.b:** Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.
- **HE.2.B.5.Pa.b:** Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.

- **HE.2.C.1.5 (Archived Standard):** Recognize the locations and functions of major human organs.

  Related Access Points
  - **HE.2.C.1.In.4:** Identify major human organs and their functions, such as heart, lungs, and muscles.
  - **HE.2.C.1.Su.4:** Recognize major human organs and their functions, such as heart and muscles.
  - **HE.2.C.1.Pa.4:** Recognize selected major human organs, such as heart, lungs, and muscles.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7720030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 2
Course Length: Year (Y)
Course Attributes:

- Class Size Core Required

Course Status: Course Approved
Grade Level(s): 2

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)

- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)

Access Science Grade 3 (#7720040)

Version: 2026 - And Beyond (current)

Science - Grade Three - 5020040

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.3.E.5.1:** Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

  Related Access Points
  - **SC.3.E.5.In.1:** Recognize that stars in the sky look different from each other.
  - **SC.3.E.5.Su.1:** Recognize that all stars except the Sun appear very small.
  - **SC.3.E.5.Pa.1:** Recognize stars in the sky.

- **SC.3.E.5.2:** Identify the Sun as a star that emits energy; some of it in the form of light.

  Related Access Points
  - **SC.3.E.5.In.2:** Recognize that the Sun is a star that gives off its own light.
  - **SC.3.E.5.Su.2:** Recognize that the Sun gives off light.
  - **SC.3.E.5.Pa.2:** Recognize that the Sun is bright.

- **SC.3.E.5.3:** Recognize that the Sun appears large and bright because it is the closest star to Earth.

  Related Access Points
  - **SC.3.E.5.In.3:** Recognize that the Sun is the closest star to Earth.
  - **SC.3.E.5.Su.3:** Recognize that the Sun is a star.
  - **SC.3.E.5.Pa.2:** Recognize that the Sun is bright.

- **SC.3.E.5.4:** Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

  Related Access Points
  - **SC.3.E.5.In.4:** Observe and describe ways to keep an object from falling due to gravity.
  - **SC.3.E.5.Su.4:** Observe and recognize ways to stop a falling object, such as catching a ball.
  - **SC.3.E.5.Pa.3:** Recognize that an object can be stopped from falling.

- **SC.3.E.5.5:** Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

  Related Access Points
  - **SC.3.E.5.In.5:** Recognize that stars appear larger and closer when seen through a telescope.
  - **SC.3.E.5.Su.5:** Recognize a telescope as a tool to view stars in space.
  - **SC.3.E.5.Pa.4:** Match a familiar object enlarged by magnification.

- **SC.3.E.6.1:** Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

  Related Access Points

- **SC.3.E.6.In.1:** Identify that energy from the Sun heats objects.
- **SC.3.E.6.Su.1:** Recognize that many things will get hot when left in the Sun.
- **SC.3.E.6.Pa.1:** Distinguish between hot and cold objects.

- **SC.3.L.14.1:** Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

  Related Access Points
  - **SC.3.L.14.In.1:** Identify the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.
  - **SC.3.L.14.Su.1:** Identify the major parts of a plant, such as the root, stem, leaf, and flower.
  - **SC.3.L.14.Pa.1:** Recognize the leaf and flower of a plant.

- **SC.3.L.14.2:** Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

  Related Access Points
  - **SC.3.L.14.In.2:** Identify behaviors of plants that show they are growing.
  - **SC.3.L.14.Su.2:** Recognize that plants grow toward light and roots grow down in the soil.
  - **SC.3.L.14.Pa.2:** Recognize that plants grow.

- **SC.3.L.15.1:** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

  Related Access Points
  - **SC.3.L.15.In.1:** Classify animals by a similar physical characteristic, such as fur, feathers, and number of legs.
  - **SC.3.L.15.Su.1:** Sort common animals by observable characteristics.
  - **SC.3.L.15.Pa.1:** Match animals that are the same.

- **SC.3.L.15.2:** Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

  Related Access Points
  - **SC.3.L.15.In.2:** Classify parts of plants into groups based on physical characteristics, such as classifying leaves by shape.
  - **SC.3.L.15.Su.2:** Sort common plants by observable characteristics.
  - **SC.3.L.15.Pa.2:** Match plants that are the same.

- **SC.3.L.17.1:** Describe how animals and plants respond to changing seasons.

  Related Access Points
  - **SC.3.L.17.In.1:** Identify changes in the appearance of animals and plants throughout the year.
  - **SC.3.L.17.Su.1:** Recognize that the appearance of some plants in the environment changes throughout the year.
  - **SC.3.L.17.Pa.1:** Recognize clothing worn by humans in different weather (seasons).

- **SC.3.L.17.2:** Recognize that plants use energy from the Sun, air, and water to make their own food.

Related Access Points

- **SC.3.L.17.In.2:** Recognize that most plants make their own food.
- **SC.3.L.17.Su.2:** Recognize that plants need light to grow.
- **SC.3.L.17.Pa.2:** Recognize that plants need water.

- **SC.3.N.1.1:** Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

  Related Access Points

  - **SC.3.N.1.In.1:** Ask questions, explore, observe, and identify outcomes.
  - **SC.3.N.1.Su.1:** Ask literal questions, explore, observe, and share information.
  - **SC.3.N.1.Pa.1:** Explore, observe, and recognize common objects in the natural world.

- **SC.3.N.1.2:** Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

  Related Access Points

  - **SC.3.N.1.In.2:** Work with a group to make observations and identify results.
  - **SC.3.N.1.Su.2:** Work with a partner to make observations.
  - **SC.3.N.1.Pa.2:** Assist with investigations with a partner.

- **SC.3.N.1.3:** Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

  Related Access Points

  - **SC.3.N.1.In.3:** Record observations to describe findings using written or visual formats, such as picture stories.
  - **SC.3.N.1.Su.3:** Record observations to describe findings using dictated words and phrases and pictures.
  - **SC.3.N.1.Pa.1:** Explore, observe, and recognize common objects in the natural world.

- **SC.3.N.1.4:** Recognize the importance of communication among scientists.

  Related Access Points

  - **SC.3.N.1.In.4:** Recognize that scientists share their knowledge and results with each other.
  - **SC.3.N.1.Su.4:** Recognize that people work in different kinds of jobs related to science.
  - **SC.3.N.1.Pa.3:** Recognize that people share information.

- **SC.3.N.1.5:** Recognize that scientists question, discuss, and check each other's evidence and explanations.

  Related Access Points

  - **SC.3.N.1.In.4:** Recognize that scientists share their knowledge and results with each other.
  - **SC.3.N.1.Su.4:** Recognize that people work in different kinds of jobs related to science.
  - **SC.3.N.1.Pa.3:** Recognize that people share information.

- **SC.3.N.1.6:** Infer based on observation.

  Related Access Points

  - **SC.3.N.1.In.1:** Ask questions, explore, observe, and identify outcomes.
  - **SC.3.N.1.Su.1:** Ask literal questions, explore, observe, and share information.

- **SC.3.N.1.Pa.1:** Explore, observe, and recognize common objects in the natural world.

- **SC.3.N.1.7:** Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

  Related Access Points
  - **SC.3.N.1.In.1:** Ask questions, explore, observe, and identify outcomes.
  - **SC.3.N.1.Su.1:** Ask literal questions, explore, observe, and share information.
  - **SC.3.N.1.Pa.1:** Explore, observe, and recognize common objects in the natural world.

- **SC.3.N.3.1:** 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.

  Related Access Points
  - **SC.3.N.3.In.1:** Recognize meanings of words used in science, such as energy, temperature, and gravity.
  - **SC.3.N.3.Su.1:** Recognize meanings of words used in science, such as telescope, environment, and solid.
  - **SC.3.N.3.Pa.1:** Recognize common objects related to science by name, such as ice, animal, and plant.

- **SC.3.N.3.2:** Recognize that scientists use models to help understand and explain how things work.

  Related Access Points
  - **SC.3.N.3.In.2:** Use models to identify how things work.
  - **SC.3.N.3.Su.2:** Recognize that models represent real things.
  - **SC.3.N.3.Pa.2:** Recognize a model of a real object.

- **SC.3.N.3.3:** Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

  Related Access Points
  - **SC.3.N.3.In.3:** Identify that models are representations of things found in the real world.
  - **SC.3.N.3.Su.2:** Recognize that models represent real things.
  - **SC.3.N.3.Pa.2:** Recognize a model of a real object.

- **SC.3.P.8.1:** Measure and compare temperatures of various samples of solids and liquids.

  Related Access Points
  - **SC.3.P.8.In.1:** Observe and identify the colder/hotter temperature measured on a thermometer.
  - **SC.3.P.8.Su.1:** Recognize that a thermometer measures temperature (cold and hot).
  - **SC.3.P.8.Pa.1:** Recognize the temperature of items, such as food, as cool or warm.

- **SC.3.P.8.2:** Measure and compare the mass and volume of solids and liquids.

  Related Access Points
  - **SC.3.P.8.In.2:** Measure the weight of solids or liquids.
  - **SC.3.P.8.Su.2:** Sort solid objects by weight (heavy and light).
  - **SC.3.P.8.Pa.2:** Recognize the larger of two objects.

- **SC.3.P.8.3:** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

Related Access Points

- **SC.3.P.8.In.3:** Group objects by two observable properties, such as size and shape or color and texture.
- **SC.3.P.8.Su.3:** Sort objects by an observable property, such as size, shape, color, and texture.
- **SC.3.P.8.Pa.3:** Match objects by an observable property, such as size, shape, and color.

- **SC.3.P.9.1:** Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

  Related Access Points

  - **SC.3.P.9.In.1:** Describe changes in the state of water as a result of freezing and melting.
  - **SC.3.P.9.Su.1:** Identify that water can change from solid to liquid state by heating.
  - **SC.3.P.9.Pa.1:** Recognize that ice can change to water.

- **SC.3.P.10.1:** Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

  Related Access Points

  - **SC.3.P.10.In.1:** Recognize forms of energy, such as light, heat, electrical, and energy of motion.
  - **SC.3.P.10.Su.1:** Recognize objects that use electricity (television) and the energy of motion (bowling ball).
  - **SC.3.P.10.Pa.1:** Recognize the change in the motion of an object.

- **SC.3.P.10.2:** Recognize that energy has the ability to cause motion or create change.

  Related Access Points

  - **SC.3.P.10.In.2:** Recognize examples of the use of energy, such as electrical (radio, freezer) and energy of motion (bowling, wind).
  - **SC.3.P.10.Su.1:** Recognize objects that use electricity (television) and the energy of motion (bowling ball).
  - **SC.3.P.10.Pa.1:** Recognize the change in the motion of an object.

- **SC.3.P.10.3:** Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

  Related Access Points

  - **SC.3.P.10.In.3:** Identify that light may come from different sources, such as the Sun or electric lamp.
  - **SC.3.P.10.Su.2:** Recognize examples of sources of light, such as the Sun or a flashlight.
  - **SC.3.P.10.Pa.2:** Distinguish light and dark.

- **SC.3.P.10.4:** Demonstrate that light can be reflected, refracted, and absorbed.

  Related Access Points

  - **SC.3.P.10.In.3:** Identify that light may come from different sources, such as the Sun or electric lamp.
  - **SC.3.P.10.Su.2:** Recognize examples of sources of light, such as the Sun or a flashlight.
  - **SC.3.P.10.Pa.2:** Distinguish light and dark.

- **SC.3.P.11.1:** Investigate, observe, and explain that things that give off light often also give off heat.

Related Access Points

- **SC.3.P.11.In.1:** Identify that objects that give off light often give off heat.
- **SC.3.P.11.Su.1:** Recognize objects that give off both heat and light, such as a light bulb.
- **SC.3.P.11.Pa.1:** Recognize sources of light.

- **SC.3.P.11.2:** Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

  Related Access Points

  - **SC.3.P.11.In.2:** Observe and identify that heat is produced when objects are rubbed together.
  - **SC.3.P.11.Su.2:** Observe and recognize that rubbing objects together causes heat.
  - **SC.3.P.11.Pa.2:** Recognize sources of heat.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade

student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.3.C.1.4 (Archived Standard):** Recognize common childhood health conditions.

  Related Access Points
  - **HE.3.C.1.In.d:** Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities.
  - **HE.3.C.1.Su.d:** Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities.
  - **HE.3.C.1.Pa.d:** Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.

- **HE.3.C.1.5 (Archived Standard):** Recognize that body parts and organs work together to form human body systems.

  Related Access Points
  - **HE.3.C.1.In.e:** Recognize that human body parts work together (systems) to maintain physical health.
  - **HE.3.C.1.Su.e:** Recognize that selected body parts work together to maintain physical health.
  - **HE.3.C.1.Pa.e:** Recognize that there are parts inside of the body, such as the heart and stomach.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7720040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 3

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)

- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)

Access Science Grade 4 (#7720050)

Version: 2026 - And Beyond (current)

Science - Grade Four - 5020050

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **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.

  Related Access Points
  - **SC.4.E.5.In.1:** Identify that there are many stars in the sky with some that create patterns.
  - **SC.4.E.5.Su.1:** Recognize a pattern of stars in the sky, such as the Big Dipper.
  - **SC.4.E.5.Pa.1:** Recognize that there are many stars in the sky.

- **SC.4.E.5.2:** Describe the changes in the observable shape of the moon over the course of about a month.

  Related Access Points
  - **SC.4.E.5.In.2:** Label three phases of the moon, including full, half (quarter), and crescent.
  - **SC.4.E.5.Su.2:** Identify a full moon and a half (quarter) moon.
  - **SC.4.E.5.Pa.2:** Recognize a full moon as a circle.

- **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.

  Related Access Points
  - **SC.4.E.5.In.3:** Recognize that Earth revolves around the Sun.
  - **SC.4.E.5.Su.3:** Recognize that Earth is always turning (rotating).
  - **SC.4.E.5.Pa.3:** Identify morning, noon, and night.

- **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.

  Related Access Points
  - **SC.4.E.5.In.4:** Recognize that the Sun appears to rise and set because of Earth’s rotation in a 24-hour day.
  - **SC.4.E.5.Su.4:** Recognize that the side of Earth facing the Sun has daylight.
  - **SC.4.E.5.Pa.3:** Identify morning, noon, and night.

- **SC.4.E.5.5:** Investigate and report the effects of space research and exploration on the economy and culture of Florida.

  Related Access Points
  - **SC.4.E.5.In.5:** Identify objects and people related to the space program in Florida.
  - **SC.4.E.5.Su.5:** Recognize an object or person related to the space program in Florida.
  - **SC.4.E.5.Pa.4:** Recognize a space-related object.

- **SC.4.E.6.1:** 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).

  Related Access Points

- **SC.4.E.6.In.1:** Recognize that rocks are classified by the way they are formed, such as sedimentary.
- **SC.4.E.6.Su.1:** Sort rocks according to observable characteristics, including color, shape, and size.
- **SC.4.E.6.Pa.1:** Distinguish rocks from other substances found on the Earth's surface.

- **SC.4.E.6.2:** 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.

  Related Access Points
  - **SC.4.E.6.In.2:** Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver.
  - **SC.4.E.6.Su.2:** Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color).
  - **SC.4.E.6.Pa.2:** Recognize common minerals, such as rock salt, talc, gold, and silver.

- **SC.4.E.6.3:** Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

  Related Access Points
  - **SC.4.E.6.In.3:** Recognize that some natural resources used by humans are non-renewable, such as oil.
  - **SC.4.E.6.Su.3:** Recognize that some natural resources can run out (non-renewable).
  - **SC.4.E.6.Pa.3:** Recognize the universal symbol for recycling.

- **SC.4.E.6.4:** 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).

  Related Access Points
  - **SC.4.E.6.In.4:** Identify that wind and water cause physical weathering and erosion of rocks.
  - **SC.4.E.6.Su.4:** Recognize examples of weathering or erosion in the environment.
  - **SC.4.E.6.Pa.4:** Recognize the effect of weathering on an object.

- **SC.4.E.6.5:** Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

  Related Access Points
  - **SC.4.E.6.In.5:** Identify tools used to observe things that are far away and things that are very small.
  - **SC.4.E.6.Su.5:** Recognize tools that will make things look larger, such as a telescope and a magnifier.
  - **SC.4.E.6.Pa.5:** Recognize that something has been magnified.

- **SC.4.E.6.6:** Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

  Related Access Points
  - **SC.4.E.6.In.6:** Identify natural resources found in Florida, including solar energy, water, and limestone.
  - **SC.4.E.6.Su.6:** Recognize natural resources found in Florida, such as solar energy and water.

- **SC.4.E.6.Pa.6:** Recognize water as a resource in Florida.

- **SC.4.L.16.1:** Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

  Related Access Points
  - **SC.4.L.16.In.1:** Identify that insects spread pollen to help flowering plants make seeds.
  - **SC.4.L.16.Su.1:** Recognize that many flowering plants grow from their own seeds.
  - **SC.4.L.16.Pa.1:** Recognize that many plants have flowers and leaves.

- **SC.4.L.16.2:** Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

  Related Access Points
  - **SC.4.L.16.In.2:** Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.
  - **SC.4.L.16.Su.2:** Recognize behaviors of common animals.
  - **SC.4.L.16.Pa.2:** Recognize similarities between self and parents.

- **SC.4.L.16.3:** Recognize that animal behaviors may be shaped by heredity and learning.

  Related Access Points
  - **SC.4.L.16.In.2:** Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.
  - **SC.4.L.16.Su.2:** Recognize behaviors of common animals.
  - **SC.4.L.16.Pa.2:** Recognize similarities between self and parents.

- **SC.4.L.16.4:** 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.

  Related Access Points
  - **SC.4.L.16.In.3:** Identify similarities in the major stages in the life cycles of common Florida plants and animals.
  - **SC.4.L.16.Su.3:** Recognize the major stages in life cycles of common plants and animals.
  - **SC.4.L.16.Pa.3:** Match offspring of animals with parents.

- **SC.4.L.17.1:** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

  Related Access Points
  - **SC.4.L.17.In.1:** Identify seasonal changes in Florida plants and animals.
  - **SC.4.L.17.Su.1:** Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color.
  - **SC.4.L.17.Pa.1:** Recognize a seasonal change in the appearance of a common plant.

- **SC.4.L.17.2:** 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.

  Related Access Points
  - **SC.4.L.17.In.2:** Recognize that animals cannot make their own food and they must eat plants or other animals to survive.
  - **SC.4.L.17.Su.2:** Recognize that animals (consumers) eat plants or other animals for their food.

- **SC.4.L.17.Pa.2:** Recognize that animals eat food.

- **SC.4.L.17.3:** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

  Related Access Points
  - **SC.4.L.17.In.3:** Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat plants or other animals for their food.
  - **SC.4.L.17.Su.2:** Recognize that animals (consumers) eat plants or other animals for their food.
  - **SC.4.L.17.Pa.2:** Recognize that animals eat food.

- **SC.4.L.17.4:** Recognize ways plants and animals, including humans, can impact the environment.

  Related Access Points
  - **SC.4.L.17.In.4:** Recognize things that people do to help or hurt the environment, such as recycling and pollution.
  - **SC.4.L.17.Su.3:** Recognize ways that people can help improve the environment, such as cleaning up trash.
  - **SC.4.L.17.Pa.3:** Recognize ways that people can help improve the immediate environment, such as cleaning up trash.

- **SC.4.N.1.1:** 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.

  Related Access Points
  - **SC.4.N.1.In.1:** Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
  - **SC.4.N.1.Su.1:** Ask a question about the natural world, explore materials, observe, and share information.
  - **SC.4.N.1.Pa.1:** Explore, observe, and select an object or picture to solve a simple problem.

- **SC.4.N.1.2:** Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

  Related Access Points
  - **SC.4.N.1.In.2:** Compare own observations with observations of others.
  - **SC.4.N.1.Su.2:** Identify information based on observations of self and others.
  - **SC.4.N.1.Pa.2:** Recognize differences in objects or pictures.

- **SC.4.N.1.3:** Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

  Related Access Points
  - **SC.4.N.1.In.1:** Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
  - **SC.4.N.1.Su.1:** Ask a question about the natural world, explore materials, observe, and share information.

- **SC.4.N.1.Pa.1:** Explore, observe, and select an object or picture to solve a simple problem.

- **SC.4.N.1.4:** Attempt reasonable answers to scientific questions and cite evidence in support.

  Related Access Points
  - **SC.4.N.1.In.3:** Relate findings to predefined science questions.
  - **SC.4.N.1.Su.3:** Answer questions about objects and actions related to science.
  - **SC.4.N.1.Pa.1:** Explore, observe, and select an object or picture to solve a simple problem.

- **SC.4.N.1.5:** Compare the methods and results of investigations done by other classmates.

  Related Access Points
  - **SC.4.N.1.In.2:** Compare own observations with observations of others.
  - **SC.4.N.1.Su.2:** Identify information based on observations of self and others.
  - **SC.4.N.1.Pa.4:** Recognize that people share information about science.

- **SC.4.N.1.6:** Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

  Related Access Points
  - **SC.4.N.1.In.4:** Communicate observations and findings through the use of pictures, writing, or charts.
  - **SC.4.N.1.Su.4:** Record observations using drawings, dictation, or pictures.
  - **SC.4.N.1.Pa.3:** Select an object or picture to represent observed events.

- **SC.4.N.1.7:** Recognize and explain that scientists base their explanations on evidence.

  Related Access Points
  - **SC.4.N.1.In.5:** Recognize that scientists perform experiments, make observations, and gather evidence.
  - **SC.4.N.1.Su.5:** Recognize ways that scientists collect evidence, such as by observations or measuring.
  - **SC.4.N.1.Pa.4:** Recognize that people share information about science.

- **SC.4.N.1.8:** Recognize that science involves creativity in designing experiments.

  Related Access Points
  - **SC.4.N.1.In.5:** Recognize that scientists perform experiments, make observations, and gather evidence.
  - **SC.4.N.1.Su.5:** Recognize ways that scientists collect evidence, such as by observations or measuring.
  - **SC.4.N.1.Pa.4:** Recognize that people share information about science.

- **SC.4.N.2.1:** Explain that science focuses solely on the natural world.

  Related Access Points
  - **SC.4.N.2.In.1:** Identify that science focuses on the natural world.
  - **SC.4.N.2.Su.1:** Recognize that science focuses on the natural world.
  - **SC.4.N.2.Pa.1:** Associate science with the natural world in the local environment.

- **SC.4.N.3.1:** Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

Related Access Points

- **SC.4.N.3.In.1:** Identify different types of models, such as a replica, a picture, or an animation.
- **SC.4.N.3.Su.1:** Recognize different types of models, such as a replica or a picture.
- **SC.4.N.3.Pa.1:** Match a model that is a replica to a real object.

- **SC.4.P.8.1:** Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

  Related Access Points

  - **SC.4.P.8.In.1:** Compare objects and materials based on physical properties, such as size, shape, color, texture, weight, hardness, odor, taste, and temperature.
  - **SC.4.P.8.Su.1:** Sort objects by physical properties, such as size, shape, color, texture, weight (heavy or light), and temperature (hot or cold).
  - **SC.4.P.8.Pa.1:** Match objects with similar observable properties, such as size, shape, color, or texture.

- **SC.4.P.8.2:** Identify properties and common uses of water in each of its states.

  Related Access Points

  - **SC.4.P.8.In.2:** Identify properties and uses of water in solid and liquid states.
  - **SC.4.P.8.Su.2:** Identify uses of water in solid or liquid states.
  - **SC.4.P.8.Pa.2:** Identify ice as a solid.

- **SC.4.P.8.3:** 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.

  Related Access Points

  - **SC.4.P.8.In.3:** Identify that a whole object weighs the same as all of its parts together.
  - **SC.4.P.8.Su.3:** Recognize that the parts of an object can be put together to make a whole.
  - **SC.4.P.8.Pa.3:** Recognize that some objects have parts.

- **SC.4.P.8.4:** Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.

  Related Access Points

  - **SC.4.P.8.In.4:** Identify objects a magnet will attract.
  - **SC.4.P.8.Su.4:** Demonstrate that magnets can attract other magnets.
  - **SC.4.P.8.Pa.4:** Recognize that objects can stick together.

- **SC.4.P.9.1:** 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 Access Points

  - **SC.4.P.9.In.1:** Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant.
  - **SC.4.P.9.Su.1:** Indicate differences in materials that have been changed into other materials, such as rust on a can.
  - **SC.4.P.9.Pa.1:** Recognize changes in observable properties of materials.

- **SC.4.P.10.1:** Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

Related Access Points

- **SC.4.P.10.In.1:** Identify forms of energy, such as light, heat, electrical, and energy of motion.
- **SC.4.P.10.Su.1:** Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine).
- **SC.4.P.10.Pa.1:** Recognize a source of heat energy (fire, heater).

- **SC.4.P.10.2:** Investigate and describe that energy has the ability to cause motion or create change.

  Related Access Points

  - **SC.4.P.10.In.2:** Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).
  - **SC.4.P.10.Su.2:** Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball).
  - **SC.4.P.10.Pa.1:** Recognize a source of heat energy (fire, heater).

- **SC.4.P.10.3:** Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

  Related Access Points

  - **SC.4.P.10.In.3:** Recognize that vibrations cause sound and identify sounds as high or low (pitch).
  - **SC.4.P.10.Su.3:** Recognize sounds as high or low (pitch).
  - **SC.4.P.10.Pa.2:** Recognize objects that create sounds.

- **SC.4.P.10.4:** Describe how moving water and air are sources of energy and can be used to move things.

  Related Access Points

  - **SC.4.P.10.In.4:** Identify machines that use energy from moving water or air, including a windmill and a waterwheel.
  - **SC.4.P.10.Su.4:** Identify objects that use energy from moving air, such as a pinwheel or sailboat.
  - **SC.4.P.10.Pa.3:** Recognize that moving air can move objects.

- **SC.4.P.11.1:** Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

  Related Access Points

  - **SC.4.P.11.In.1:** Identify that a hot object will make a cold object warm when they touch.
  - **SC.4.P.11.Su.1:** Recognize that a hot object can make a cold object warm when they touch.
  - **SC.4.P.11.Pa.1:** Recognize a temperature change from cold to warm.

- **SC.4.P.11.2:** Identify common materials that conduct heat well or poorly.

  Related Access Points

  - **SC.4.P.11.In.2:** Identify materials that are strong conductors of heat, such as metal.
  - **SC.4.P.11.Su.2:** Recognize a common material that is a strong conductor of heat, such as metal.
  - **SC.4.P.11.Pa.2:** Recognize common objects that conduct heat.

- **SC.4.P.12.1:** Recognize that an object in motion always changes its position and may change its direction.

  Related Access Points
  - **SC.4.P.12.In.1:** Identify that the position of an object changes when the object is in motion.
  - **SC.4.P.12.Su.1:** Recognize that movement causes an object to change position.
  - **SC.4.P.12.Pa.1:** Recognize that an object can move in different directions, such as left to right, straight line, and zigzag.

- **SC.4.P.12.2:** 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.

  Related Access Points
  - **SC.4.P.12.In.2:** Identify speed as how long it takes to travel a certain distance.
  - **SC.4.P.12.Su.2:** Identify objects that move at different speeds.
  - **SC.4.P.12.Pa.2:** Recognize an object as moving fast or slow.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.4.C.1.5 (Archived Standard):** Identify the human body parts and organs that work together to form healthy body systems.

  Related Access Points

  - **HE.4.C.1.In.4:** Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food.
  - **HE.4.C.1.Su.4:** Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food.
  - **HE.4.C.1.Pa.4:** Associate selected external body parts with their functions.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic

success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7720050

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 4

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access Science Grade 5 (#7720060)

Version: 2026 - And Beyond (current)

Science - Grade Five - 5020060

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SC.5.E.5.1:** 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.

  Related Access Points
  - **SC.5.E.5.In.1:** Identify that a galaxy is made of a very large number of stars and the planets that orbit them.
  - **SC.5.E.5.Su.1:** Recognize that a galaxy is a group of stars.
  - **SC.5.E.5.Pa.1:** Recognize that stars are very far away from Earth.

- **SC.5.E.5.2:** Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.

  Related Access Points
  - **SC.5.E.5.In.2:** Recognize major differences in the characteristics of the planets in the Solar System.
  - **SC.5.E.5.Su.2:** Recognize that surface of planet Earth is covered by water and land.
  - **SC.5.E.5.Pa.2:** Recognize Earth as the planet where we live.

- **SC.5.E.5.3:** Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

  Related Access Points
  - **SC.5.E.5.In.3:** Identify that the Solar System includes the Sun, Earth, Moon, and other planets and their moons.
  - **SC.5.E.5.Su.3:** Identify that the Sun, Earth, and Moon are part of the Solar System.
  - **SC.5.E.5.Pa.2:** Recognize Earth as the planet where we live.

- **SC.5.E.7.1:** 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.

  Related Access Points
  - **SC.5.E.7.In.1:** Label the state of water in each stage of the water cycle.
  - **SC.5.E.7.Su.1:** Match different states of water (liquid and solid) to changes in temperature.
  - **SC.5.E.7.Pa.1:** Distinguish between water as a liquid and ice as a solid.

- **SC.5.E.7.2:** 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.

  Related Access Points
  - **SC.5.E.7.In.2:** Recognize that water evaporates from the ocean, falls as precipitation, and then goes back into the ocean.
  - **SC.5.E.7.Su.2:** Observe and recognize that water evaporates over time.
  - **SC.5.E.7.Pa.2:** Recognize that wet things will dry when they are left in the air.

- **SC.5.E.7.3:** Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

  Related Access Points
  - **SC.5.E.7.In.3:** Identify elements that make up weather, including temperature, precipitation, and wind speed and direction.
  - **SC.5.E.7.Su.3:** Recognize elements of weather, including temperature, precipitation, and wind.
  - **SC.5.E.7.Pa.3:** Recognize the weather conditions including hot/cold and raining/not raining during the day.

- **SC.5.E.7.4:** Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

  Related Access Points
  - **SC.5.E.7.In.4:** Describe types of precipitation, including rain, snow, and hail.
  - **SC.5.E.7.Su.4:** Identify different types of precipitation, including rain and snow.
  - **SC.5.E.7.Pa.3:** Recognize the weather conditions including hot/cold and raining/not raining during the day.

- **SC.5.E.7.5:** Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

  Related Access Points
  - **SC.5.E.7.In.5:** Recognize weather-related differences in environments, such as swamps and deserts.
  - **SC.5.E.7.Su.5:** Match specific weather conditions with different locations.
  - **SC.5.E.7.Pa.3:** Recognize the weather conditions including hot/cold and raining/not raining during the day.

- **SC.5.E.7.6:** Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

  Related Access Points
  - **SC.5.E.7.In.6:** Identify features of weather in different climate zones, such as tropical and polar.
  - **SC.5.E.7.Su.5:** Match specific weather conditions with different locations.
  - **SC.5.E.7.Pa.3:** Recognize the weather conditions including hot/cold and raining/not raining during the day.

- **SC.5.E.7.7:** Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

  Related Access Points
  - **SC.5.E.7.In.7:** Identify emergency plans and procedures for severe weather.
  - **SC.5.E.7.Su.6:** Identify what to do in severe weather.
  - **SC.5.E.7.Pa.4:** Recognize examples of severe weather conditions.

- **SC.5.L.14.1:** 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.

  Related Access Points

- **SC.5.L.14.In.1:** Distinguish major external and internal body parts, including skin, brain, heart, lungs, stomach, muscles and skeleton, reproductive organs, and sensory organs.
- **SC.5.L.14.Su.1:** Identify major external and internal body parts, including skin, brain, heart, lungs, stomach, and sensory organs.
- **SC.5.L.14.Pa.1:** Recognize body parts related to movement and the five senses.

- **SC.5.L.14.2:** 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.

  Related Access Points
  - **SC.5.L.14.Su.2:** Recognize the functions of the major parts of plants and animals.
  - **SC.5.L.14.Pa.2:** Observe plants and animals and recognize how they are alike in the way they look.

- **SC.5.L.15.1:** 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.

  Related Access Points
  - **SC.5.L.15.In.1:** Identify ways that plants and animals can be affected by changes in their habitats, such as lack of food or water, disease, or reduced space.
  - **SC.5.L.15.Su.1:** Recognize ways that plants and animals can be affected by changes in their habitats, such as lack of food or water.
  - **SC.5.L.15.Pa.1:** Recognize what happens when plants don’t get water.

- **SC.5.L.17.1:** 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.

  Related Access Points
  - **SC.5.L.17.In.1:** Identify features of common plants and animals that enable them to survive in different habitats (environments).
  - **SC.5.L.17.Su.1:** Recognize that many different kinds of living things are found in different habitats.
  - **SC.5.L.17.Pa.1:** Match common living things with their habitats.

- **SC.5.N.1.1:** 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.

  Related Access Points
  - **SC.5.N.1.In.1:** Ask a question about the natural world, use selected reference materials to find information, work with others to carry out a simple experiment, and share results.
  - **SC.5.N.1.Su.1:** Ask questions about the natural world, use selected materials to find information, observe, and identify answers to the question.
  - **SC.5.N.1.Pa.1:** Explore, observe, and select an object or picture to respond to a question about the natural world.

- **SC.5.N.1.2:** Explain the difference between an experiment and other types of scientific investigation.

Related Access Points

- **SC.5.N.1.In.2:** Identify the basic purpose of an experiment.
- **SC.5.N.1.Su.2:** Identify the result of a simple experiment.
- **SC.5.N.1.Pa.2:** Recognize that people use observation and actions to get answers to questions about the natural world.

- **SC.5.N.1.3:** Recognize and explain the need for repeated experimental trials.

  Related Access Points

  - **SC.5.N.1.In.3:** Recognize that experiments may include activities that are repeated.
  - **SC.5.N.1.Su.3:** Recognize that experiments can be repeated with other groups.
  - **SC.5.N.1.Pa.2:** Recognize that people use observation and actions to get answers to questions about the natural world.

- **SC.5.N.1.4:** Identify a control group and explain its importance in an experiment.

  Related Access Points

  - **SC.5.N.1.In.3:** Recognize that experiments may include activities that are repeated.
  - **SC.5.N.1.Su.3:** Recognize that experiments can be repeated with other groups.
  - **SC.5.N.1.Pa.2:** Recognize that people use observation and actions to get answers to questions about the natural world.

- **SC.5.N.1.5:** Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

  Related Access Points

  - **SC.5.N.1.In.4:** Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments.
  - **SC.5.N.1.Su.4:** Recognize ways that scientific evidence can be collected, such as by observing or measuring.
  - **SC.5.N.1.Pa.2:** Recognize that people use observation and actions to get answers to questions about the natural world.

- **SC.5.N.1.6:** Recognize and explain the difference between personal opinion/interpretation and verified observation.

  Related Access Points

  - **SC.5.N.1.In.5:** Determine whether descriptions of observations are based on fact or personal belief.
  - **SC.5.N.1.Su.5:** Recognize facts about a scientific observation.
  - **SC.5.N.1.Pa.1:** Explore, observe, and select an object or picture to respond to a question about the natural world.

- **SC.5.N.2.1:** Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

  Related Access Points

  - **SC.5.N.2.In.1:** Identify that science knowledge is based on observations and evidence.
  - **SC.5.N.2.Su.1:** Recognize that science knowledge is based on careful observations.
  - **SC.5.N.2.Pa.1:** Recognize the importance of making careful observations.

- **SC.5.N.2.2:** Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

Related Access Points

- **SC.5.N.2.In.2:** Recognize that experiments involve procedures that can be repeated the same way by others.
- **SC.5.N.2.Su.2:** Recognize the importance of following correct procedures when carrying out science experiments.
- **SC.5.N.2.Pa.2:** Recognize that a common activity can be repeated.

- **SC.5.P.8.1:** Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

  Related Access Points

  - **SC.5.P.8.In.1:** Identify basic properties of solids, liquids, and gases, such as color, texture, and temperature.
  - **SC.5.P.8.Su.1:** Identify the basic properties of solids and liquids, such as color, texture, and temperature.
  - **SC.5.P.8.Pa.1:** Distinguish between water as a solid or liquid.

- **SC.5.P.8.2:** 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.

  Related Access Points

  - **SC.5.P.8.In.2:** Identify examples of materials that will dissolve in water and those that will not.
  - **SC.5.P.8.Su.2:** Recognize examples of materials that will dissolve in water.
  - **SC.5.P.8.Pa.2:** Recognize a common substance that dissolves in water.

- **SC.5.P.8.3:** 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.

  Related Access Points

  - **SC.5.P.8.In.3:** Identify the observable properties of the parts of a mixture, such as the particle size, shape, and color.
  - **SC.5.P.8.Su.3:** Identify the separate parts of a mixture by color or shape.
  - **SC.5.P.8.Pa.3:** Separate a group of objects into its parts.

- **SC.5.P.8.4:** 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.

  Related Access Points

  - **SC.5.P.8.In.4:** Recognize that materials are made of very small parts that cannot be seen without a magnifying glass or a microscope.
  - **SC.5.P.8.Su.4:** Use a magnifying tool to see small parts of an object.
  - **SC.5.P.8.Pa.3:** Separate a group of objects into its parts.

- **SC.5.P.9.1:** Investigate and describe that many physical and chemical changes are affected by temperature.

  Related Access Points

  - **SC.5.P.9.In.1:** Observe and identify that heating and cooling can change the properties of materials.
  - **SC.5.P.9.Su.1:** Recognize changes in properties of materials caused by heating or cooling.
  - **SC.5.P.9.Pa.1:** Recognize that freezing changes water to ice.

- **SC.5.P.10.1:** Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

  Related Access Points
  - **SC.5.P.10.In.1:** Identify forms of energy, including heat, light, sound, electrical, and mechanical.
  - **SC.5.P.10.Su.1:** Recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle).
  - **SC.5.P.10.Pa.1:** Recognize a source of light energy (Sun, light bulb).

- **SC.5.P.10.2:** Investigate and explain that energy has the ability to cause motion or create change.

  Related Access Points
  - **SC.5.P.10.In.2:** Identify ways energy can cause things to move or create changes.
  - **SC.5.P.10.Su.2:** Recognize that energy is required to cause motion.
  - **SC.5.P.10.Pa.2:** Initiate a change in the motion of an object.

- **SC.5.P.10.3:** 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.

  Related Access Points
  - **SC.5.P.10.In.3:** Identify that electrically charged materials will pull (attract) other materials.
  - **SC.5.P.10.Su.3:** Recognize that electrically charged materials will pull (attract) other materials.
  - **SC.5.P.10.Pa.3:** Demonstrate pushing away (repulsion) and pulling (attraction).

- **SC.5.P.10.4:** Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

  Related Access Points
  - **SC.5.P.10.In.4:** Demonstrate that electricity can produce heat, light, and sound.
  - **SC.5.P.10.Su.4:** Recognize examples of electricity as a producer of heat, light, and sound.
  - **SC.5.P.10.Pa.4:** Identify one source of sound, heat, or light that uses electricity.

- **SC.5.P.11.1:** Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).

  Related Access Points
  - **SC.5.P.11.In.1:** Identify the power source and wires (conductors) in an electrical circuit.
  - **SC.5.P.11.Su.1:** Recognize the power source in an electrical circuit.
  - **SC.5.P.11.Pa.1:** Recognize that electrical systems must be turned on (closed) in order to work.

- **SC.5.P.11.2:** Identify and classify materials that conduct electricity and materials that do not.

  Related Access Points
  - **SC.5.P.11.In.2:** Identify materials that conduct electricity.
  - **SC.5.P.11.Su.2:** Recognize a material that conducts electricity.

- **SC.5.P.11.Pa.1:** Recognize that electrical systems must be turned on (closed) in order to work.

- **SC.5.P.13.1:** Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

  Related Access Points
  - **SC.5.P.13.In.1:** Distinguish between movement of an object caused by gravity and movement caused by pushes and pulls.
  - **SC.5.P.13.Su.1:** Recognize that gravity causes an object to move.
  - **SC.5.P.13.Pa.1:** Recognize that pushing or pulling makes an object move.

- **SC.5.P.13.2:** Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

  Related Access Points
  - **SC.5.P.13.In.2:** Identify that heavier objects take more force to move than lighter ones.
  - **SC.5.P.13.Su.2:** Recognize that a heavier object is harder to move than a light one.
  - **SC.5.P.13.Pa.1:** Recognize that pushing or pulling makes an object move.

- **SC.5.P.13.3:** Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

  Related Access Points
  - **SC.5.P.13.In.2:** Identify that heavier objects take more force to move than lighter ones.
  - **SC.5.P.13.Su.2:** Recognize that a heavier object is harder to move than a light one.
  - **SC.5.P.13.Pa.1:** Recognize that pushing or pulling makes an object move.

- **SC.5.P.13.4:** 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.

  Related Access Points
  - **SC.5.P.13.In.3:** Identify that an opposing force (push or pull) is needed to prevent an object from moving.
  - **SC.5.P.13.Su.3:** Recognize the source of a force (push or pull) used to stop an object from moving.
  - **SC.5.P.13.Pa.2:** Recognize a way to stop an object from moving.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SC.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **HE.5.C.1.5 (Archived Standard):** Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

  Related Access Points

  - **HE.5.C.1.In.4:** Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.
  - **HE.5.C.1.Su.4:** Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing.
  - **HE.5.C.1.Pa.4:** Associate major external and internal body parts with their functions.

Course Information

General Notes

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sc.pdf.

General Information

Course Number: 7720060

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): 5

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Middle Grades General Science (Middle Grades 5-9)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Middle Grades General Science (Middle Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access Social Studies - Kindergarten (#7721011)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.K.A.1.1:** Develop an understanding of how to use and create a timeline.

  Related Access Points
  - **SS.K.A.1.AP.1:** Sequence three events using a simple timeline such as events in the school day and at home.

- **SS.K.A.1.2:** Develop an awareness of a primary source.

  Related Access Points
  - **SS.K.A.1.AP.2:** Examine primary sources, such as letters, photographs or paintings.

- **SS.K.A.2.1:** Compare children and families of today with those in the past.

  Related Access Points
  - **SS.K.A.2.AP.1:** Recognize items from the present and 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.

  Related Access Points
  - **SS.K.A.2.AP.2:** Identify national holidays and celebrations that honor people or events.

- **SS.K.A.2.3:** Compare our nation's holidays with holidays of other countries' cultures.

  Related Access Points
  - **SS.K.A.2.AP.3:** Recognize the similarities and differences between holidays in our nation and 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.

  Related Access Points
  - **SS.K.A.2.AP.4:** Identify an act of bravery or honesty in stories.

- **SS.K.A.2.5:** Recognize the importance of U.S. symbols.

  Related Access Points
  - **SS.K.A.2.AP.5:** Identify the pledge of allegiance.

- **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.

  Related Access Points
  - **SS.K.A.3.AP.1:** Recognize events that occur in the day and the night.

- **SS.K.A.3.2:** Explain that calendars represent days of the week and months of the year.

  Related Access Points
  - **SS.K.A.3.AP.2:** Recognize a calendar.

- **SS.K.AA.1.1:** Recognize African American inventors and explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).

Related Access Points

- **SS.K.AA.1.AP.1:** Recognize African American inventors or explorers (i.e., Lonnie Johnson [inventor], Mae C. Jemison, George Washington Carver).

- **SS.K.CG.1.1:** Identify the purpose of rules and laws in the home and school.

  Clarifications:

  Clarification 1: Students will define rules as standards of responsible behavior (e.g., rules for home and school).

  Clarification 2: Students will define laws as a system of rules intended to protect people and property that are created and enforced by government (e.g., speed limit).

  Clarification 3: Students will identify what can happen without rules and laws.

  Related Access Points

  - **SS.K.CG.1.AP.1:** Recognize an example of a rule (home and school) or law (government).

- **SS.K.CG.1.2:**

  Identify people who have the authority and power to make and enforce rules and laws.

  Clarifications:

  Clarification 1: Students will identify authority figures in their school and community including, but not limited to, parents, teachers, and law enforcement officers.

  Related Access Points

  - **SS.K.CG.1.AP.2:** Recognize people who have authority and make rules.

- **SS.K.CG.2.1:** Describe and demonstrate the characteristics of being a responsible citizen.

  Clarifications:

  Clarification 1: Students will identify examples of responsible citizenship.

  Clarification 2: Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.

  Clarification 3: Students will explain why it is important to take responsibility for one's actions.

  Related Access Points

  - **SS.K.CG.2.AP.1:** Demonstrate a characteristic of being a responsible citizen in the classroom.

- **SS.K.CG.2.2:**

  Describe ways for groups to make decisions.

  Clarifications:

  Clarification 1: Students will practice decision-making in small and large groups through voting, taking turns, class meetings, and discussion.

  Clarification 2: Students will identify examples of responsible decisions.

Related Access Points

- **SS.K.CG.2.AP.2:** Recognize a way to make a decision, such as raising hands or taking turns.

- **SS.K.CG.2.3:**

  Define patriotism as the allegiance to one's country.

  Clarifications:

  Clarification 1: Students will identify patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

  Clarification 2: Students will recognize that the Pledge of Allegiance is an oath that affirms American values and freedom.

  Clarification 3: Students will identify "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty, and justice for all" as the Pledge of Allegiance.

  Related Access Points

  - **SS.K.CG.2.AP.3:** Students will recognize "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all" as the Pledge of Allegiance.

- **SS.K.CG.2.4:**

  Recognize symbols that represent the United States.

  Clarifications:

  Clarification 1: Students will recognize the American flag, the bald eagle, and the U.S. President as symbols that represent the United States.

  Related Access Points

  - **SS.K.CG.2.AP.4:** Identify the United States flag.

- **SS.K.CG.2.5:** Recognize symbols that represent Florida.

  Clarifications:
  Clarification 1: Students will recognize Florida's state flag and state nickname, "The Sunshine State," as symbols that represent the state.

  Related Access Points

  - **SS.K.CG.2.AP.5:** Identify a Florida symbol.

- **SS.K.E.1.1:** Describe different kinds of jobs that people do and the tools or equipment used.

  Related Access Points

  - **SS.K.E.1.AP.1:** Identify school and community workers.

- **SS.K.E.1.2:** Recognize that United States currency comes in different forms.

  Related Access Points

  - **SS.K.E.1.AP.2:** Recognize an example of money.

- **SS.K.E.1.3:** Recognize that people work to earn money to buy things they need or want.

  Related Access Points
  - **SS.K.E.1.AP.3:** Recognize that people use money to buy things.
- **SS.K.E.1.4:** Identify the difference between basic needs and wants.

  Related Access Points
  - **SS.K.E.1.AP.4:** Recognize basic needs.
- **SS.K.G.1.1:** Describe the relative location of people, places, and things by using positional words.

  Related Access Points
  - **SS.K.G.1.AP.1:** Identify the relative location of an object 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.

  Related Access Points
  - **SS.K.G.1.AP.2:** Recognize a map as a drawing of a place.
- **SS.K.G.1.3:** Identify cardinal directions (north, south, east, west).

  Related Access Points
  - **SS.K.G.1.AP.3:** Track movement in different directions on a map.
- **SS.K.G.1.4:** Differentiate land and water features on simple maps and globes.

  Related Access Points
  - **SS.K.G.1.AP.4:** Identify land and water on a simple map or globe.
- **SS.K.G.2.1:**

  Locate and describe places in the school and community.

  Related Access Points
  - **SS.K.G.2.AP.1:** Identify a place in the classroom or school.
- **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.

  Related Access Points
  - **SS.K.G.2.AP.2:** Identify the city or town one lives in, and that Florida is the state in which the student lives.
- **SS.K.G.3.1:** Identify basic landforms.

  Related Access Points
  - **SS.K.G.3.AP.1:** Recognize basic landforms.
- **SS.K.G.3.2:** Identify basic bodies of water.

  Related Access Points
  - **SS.K.G.3.AP.2:** Recognize 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.

Related Access Points

- **SS.K.G.3.AP.3:** Recognize types of weather and a way weather affects people.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.

- Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **HE.K.R.1.4:** Identify the difference between the truth and a lie.

Related Access Points

- **HE.K.R.1.AP.4:** Identify a truth and a lie.

- **HE.K.R.2.2:** Demonstrate the ability to follow rules and directions.

  Related Access Points

  - **HE.K.R.2.AP.2:** Demonstrate following rules and/or directions.

- **HE.K.R.3.2:** Identify characteristics of a good citizen in school and the community.

  Clarifications:
  Clarification 1: Instruction includes following rules, listening, and being a good friend.

  Related Access Points

  - **HE.K.R.3.AP.2:** Identify characteristics of a good citizen.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida's state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- Patriotism 1003.42(2)(b)
- Flag education 1003.42(2)(d)
- Element of civil government 1003.42(2)(e)
- American History 1003.42(2)(f)
- African American History 1003.42(2)(h)

General Information

Course Number: 7721011

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SOC ST - K

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Early Childhood Education (Early Childhood - No Longer Issued) **Plus** Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)

Access Social Studies - Grade 1 (#7721012)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.1.A.1.1:** Develop an understanding of a primary source.

  Related Access Points
  - **SS.1.A.1.AP.1:** Identify a primary source.

- **SS.1.A.1.2:** Understand how to use the media center and other sources to find answers to questions about a historical topic.

  Related Access Points
  - **SS.1.A.1.AP.2:** Use pictures or text to answer a question about a historical topic.

- **SS.1.A.2.1:** Understand that history tells the story of people and events of other times and places.

  Related Access Points
  - **SS.1.A.2.AP.1:** Recognize examples of people and events from other times in stories.

- **SS.1.A.2.2:** Compare life now with life in the past.

  Related Access Points
  - **SS.1.A.2.AP.2:** Recognize examples of daily life that are different from long ago.

- **SS.1.A.2.3:** Identify celebrations and national holidays as a way of remembering and honoring past events, our nation's ethnic heritage, and the heroism and achievements of the people.

  Related Access Points
  - **SS.1.A.2.AP.3:** Identify national holidays as a way of remembering and honoring people and events.

- **SS.1.A.2.4:** Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

  Related Access Points
  - **SS.1.A.2.AP.4:** Identify a person from the past who showed bravery, honesty, or responsibility.

- **SS.1.A.2.5:** Distinguish between historical fact and fiction using various materials.

  Related Access Points
  - **SS.1.A.2.AP.5:** Identify events or characters in a historical story that are real or not real.

- **SS.1.A.3.1:** Use terms related to time to sequentially order events that have occurred in school, home, or community.

  Related Access Points
  - **SS.1.A.3.AP.1:** Recognize concepts of time related to a sequence of school events.

- **SS.1.A.3.2:** Create a timeline based on the student's life or school events, using primary sources.

  Related Access Points

- **SS.1.A.3.AP.2:** Sequence three events in a student's life using photographs or pictures on a timeline.

- **SS.1.AA.1.1:**

  Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait artist], James Earl Jones, Maya Angelou).

  Related Access Points
  - **SS.1.AA.1.AP.1:** Identify African American artists (i.e., Aretha Franklin, Charles White [Abraham Lincoln portrait], James Earl Jones, Maya Angelou).

- **SS.1.CG.1.1:**

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

  Clarifications:

  Clarification 1: Students will explain the role that rules and laws play in their daily life.

  Clarification 2: Students will explain the difference between rules and laws.

  Related Access Points
  - **SS.1.CG.1.AP.1:** Identify a rule and a law.

- **SS.1.CG.1.2:**

  Describe how the absence of rules and laws impacts individuals and the community.

  Clarifications:

  Clarification 1: Students will provide examples of rules and laws in their lives and in the community.

  Clarification 2: Students will recognize that disorder, injustice, and harm to people can occur when there is an absence of rules and laws.

  Related Access Points
  - **SS.1.CG.1.AP.2:** Recognize the effects of when rules or laws are not followed.

- **SS.1.CG.2.1:** Explain the rights and responsibilities students have in the school community.

  Clarifications:

  Clarification 1: Students will identify the rights (e.g., treated with respect, physically safe learning environment) and responsibilities (e.g., come to school on time, do not damage school property) students have as members of their school community.

  Clarification 2: Students will define rights as freedoms protected by laws in society and protected by rules in the school community.

  Clarification 3: Students will define responsibilities as things citizens should do to benefit the community.

  Related Access Points
  - **SS.1.CG.2.AP.1:** Identify responsibilities of students in a school community.

- **SS.1.CG.2.2:** Describe the characteristics of citizenship in the school community.

  Clarifications:

  Clarification 1: Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).

  Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., damaging school property, bullying).

  Related Access Points
  - **SS.1.CG.2.AP.2:** Identify characteristics of responsible citizenship in the school community.

- **SS.1.CG.2.3:** Recognize ways citizens can demonstrate patriotism.

  Clarifications:

  Clarification 1: Students will discuss appropriate ways to show respect during the Pledge of Allegiance and National Anthem (e.g., stand at attention, face the flag, pause conversations).

  Clarification 2: Students will discuss how to show respect for the American flag (e.g., how to properly display and dispose of the American flag).

  Clarification 3: Students will discuss how to demonstrate patriotism during patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

  Related Access Points
  - **SS.1.CG.2.AP.3:** Identify ways citizens demonstrate patriotism during patriotic holidays.

- **SS.1.CG.2.4:** Recognize symbols and individuals that represent the United States.

  Clarifications:

  Clarification 1: Students will recognize the national motto, "In God We Trust" and the phrase, "We the People" as symbols that represent the United States.

  Clarification 2: Students will recognize Benjamin Franklin, George Washington, Daniel Webster, and Martin Luther King Jr. as individuals who represent the United States.

  Related Access Points
  - **SS.1.CG.2.AP.4:** Identify the national motto "In God We Trust" as a symbol of the United States.

- **SS.1.CG.2.5:** Recognize symbols and individuals that represent Florida.

  Clarifications:

  Clarification 1: Students will recognize that the state motto ("In God We Trust") and the state day (Pascua Florida Day) are symbols that represent Florida.

  Clarification 2: Students will identify the current Florida governor and recognize the governor as an individual who represents the state.

  Related Access Points

- **SS.1.CG.2.AP.5:** Identify the governor as an individual who represents the state of Florida.

- **SS.1.CG.3.1:** Recognize that the United States and Florida have Constitutions.

  Clarifications:

  Clarification 1: Students will define a constitution as an agreed-upon set of rules or laws.

  Clarification 2: Students will recognize that the U.S. Constitution starts with “We the People.”

  Related Access Points
  - **SS.1.CG.3.AP.1:** Identify a constitution as an agreed-upon set of rules.

- **SS.1.CG.3.2:** Explain responsible ways for individuals and groups to make decisions.

  Clarifications:

  Clarification 1: Students will demonstrate characteristics of responsible decision-making.

  Clarification 2: Students will explain how multiple perspectives contribute to the unity of the United States.

  Related Access Points
  - **SS.1.CG.3.AP.2:** Demonstrate ways of responsible decision-making such as voting on a class snack.

- **SS.1.E.1.1:**

  Recognize that money is used in the exchange of goods and services.

  Related Access Points
  - **SS.1.E.1.AP.1:** Identify coins and bills as forms of money that can be used to buy things.

- **SS.1.E.1.2:** Define opportunity costs as giving up one thing for another.

  Related Access Points
  - **SS.1.E.1.AP.2:** Recognize a situation that involves making a choice such as schoolwork or play.

- **SS.1.E.1.3:** Distinguish between examples of goods and services.

  Related Access Points
  - **SS.1.E.1.AP.3:** Recognize examples of goods and services.

- **SS.1.E.1.4:** Distinguish people as buyers, sellers, and producers of goods and services.

  Related Access Points
  - **SS.1.E.1.AP.4:** Recognize people who buy or sell goods.

- **SS.1.E.1.5:** Recognize the importance of saving money for future purchases.

  Related Access Points
  - **SS.1.E.1.AP.5:** Recognize ways to save money, such as putting it in a bank.

- **SS.1.E.1.6:** Identify that people need to make choices because of scarce resources.

  Related Access Points
  - **SS.1.E.1.AP.6:** Recognize when there is not enough of something (scarce resource).

- **SS.1.G.1.1:**

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

  Related Access Points
  - **SS.1.G.1.AP.1:** Identify Florida and student's hometown on a map.

- **SS.1.G.1.2:**

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

  Related Access Points
  - **SS.1.G.1.AP.2:** Recognize key elements of maps and globes.

- **SS.1.G.1.3:** Construct a basic map using key elements including cardinal directions and map symbols.

  Related Access Points
  - **SS.1.G.1.AP.3:** Complete a pictorial map using symbols for designated areas.

- **SS.1.G.1.4:** Identify a variety of physical features using a map and globe.

  Related Access Points
  - **SS.1.G.1.AP.4:** Identify land and water on a map and globe.

- **SS.1.G.1.5:** Locate on maps and globes the student's local community, the state of Florida, the Atlantic Ocean, and the Gulf of America (formerly Gulf of Mexico).

  Related Access Points
  - **SS.1.G.1.AP.5:** Locate Florida and a major body of water that borders Florida.

- **SS.1.G.1.6:** Describe how location, weather, and physical environment affect the way people live in our community.

  Related Access Points
  - **SS.1.G.1.AP.6:** Identify a selected characteristic of the student's environment with its personal effect on the student.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- **HE.1.R.2.1:** Identify my role and responsibilities in the school, community, and family.

  Clarifications:
  Clarification 1: Instruction includes following directions, rules, and procedures.

  Related Access Points
  - **HE.1.R.2.AP.1:** Identify my role in the school, community, and family.

- **HE.1.R.2.3:** Identify the characteristics of a responsible decision maker.

  Related Access Points
  - **HE.1.R.2.AP.3:** Identify a characteristic of a responsible decision maker.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general

curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- United States Constitution 42(2)(b)
- Flag Education Statute: 1003.42(2)(d)
- Elements of Civil Government 1003.42(2)(e)
- History of the United States 1003.42(2)(f)
- History of African Americans 1003.42(2)(h)
- Kindness to Animals 1003.42(2)(l)
- Civic and Character Education 1003.42(2)(t)
- Veterans/Memorial and Medal of Honor Day 1003.42(2)(u)

General Information

Course Number: 7721012

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SOC ST - 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Social Studies - Grade 2 (#7721013)

Version: 2026 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.2.A.1.1:** Examine primary and secondary sources.

  Related Access Points
  - **SS.2.A.1.AP.1:** Use primary and secondary sources to obtain information.

- **SS.2.A.1.2:** Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

  Related Access Points
  - **SS.2.A.1.AP.2:** Use technology and other informational sources to find answers to questions about a historical topic.

- **SS.2.A.2.1:** Recognize that Native Americans were the first inhabitants in North America.

  Related Access Points
  - **SS.2.A.2.AP.1:** Identify early Native Americans.

- **SS.2.A.2.2:** Compare the cultures of Native American tribes from various geographic regions of the United States.

  Related Access Points
  - **SS.2.A.2.AP.2:** Identify practices of Native American tribes, such as clothing, housing, and food.

- **SS.2.A.2.3:** Describe the impact of immigrants on the Native Americans.

  Related Access Points
  - **SS.2.A.2.AP.3:** Recognize the positive and negative impacts of immigrants on the Native Americans.

- **SS.2.A.2.4:** Explore ways the daily life of people living in Colonial America changed over time.

  Related Access Points
  - **SS.2.A.2.AP.4:** Identify ways people living in colonial America changed their daily lives over time.

- **SS.2.A.2.5:** Identify reasons people came to the United States throughout history.

  Related Access Points
  - **SS.2.A.2.AP.5:** Recognize reasons why people came to the United States.

- **SS.2.A.2.6:** Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

  Related Access Points
  - **SS.2.A.2.AP.6:** Recognize Ellis Island as an immigration entry point to the United States from 1892-1954.

- **SS.2.A.2.7:** Discuss why immigration continues today.

  Related Access Points

- **SS.2.A.2.AP.7:** Recognize reasons why people move to the United States today.

- **SS.2.A.2.8:** Explain the cultural influences and contributions of immigrants today.

  Related Access Points
  - **SS.2.A.2.AP.8:** Recognize the cultural influences and contributions of immigrants today.

- **SS.2.A.3.1:** Identify terms and designations of time sequence.

  Related Access Points
  - **SS.2.A.3.AP.1:** Identify concepts of time, including days, weeks, and months.

- **SS.2.AA.1.1:** Identify African Americans who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).

  Related Access Points
  - **SS.2.AA.1.AP.1:** Identify an African American who demonstrated civic service (i.e., Secretary of State Colin Powell, Civil Air Patrol [CAP] Lt. Willa Beatrice Brown, Carter G. Woodson, Senator Hiram Revels).

- **SS.2.AA.1.2:** Identify oral traditions and folktales of African Americans (e.g., Anansi the Spider, Tale of the Midnight Goat Thief).

  Related Access Points
  - **SS.2.AA.1.AP.2:** Recognize an oral tradition or folktale of an African American (e.g., Anansi the Spider, Tale of the Midnight Goat Thief).

- **SS.2.CG.1.1:** Explain why people form governments.

  Clarifications:

  Clarification 1: Students will explain the role of laws in government.

  Clarification 2: Students will define and provide examples of laws at the state and national levels.

  Clarification 3: Students will use scenarios to identify the impact of government on daily life.

  Related Access Points
  - **SS.2.CG.1.AP.1:** Recognize the impact of local government on daily lives.

- **SS.2.CG.1.2:** Explain how the U.S. government protects the liberty and rights of American citizens.

  Clarifications:
  Clarification 1: Students will recognize that the equal rights of citizens are protected by the U.S. Constitution.

  Related Access Points
  - **SS.2.CG.1.AP.2:** Identify a right protected by the U.S. Constitution.

- **SS.2.CG.2.1:** Explain what it means to be a U.S. citizen.

  Clarifications:
  Clarification 1: Students will recognize that there are multiple ways to obtain citizenship.

  Related Access Points
  - **SS.2.CG.2.AP.1:** Recognize that individuals are born a U.S. citizen or can become one.

- **SS.2.CG.2.2:** Describe the characteristics of responsible citizenship at the local and state levels.

  Clarifications:

  Clarification 1: Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).

  Clarification 2: Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).

  Clarification 3: Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.

  Related Access Points
  - **SS.2.CG.2.AP.2:** Recognize characteristics of responsible citizenship at the local level.
- **SS.2.CG.2.3:** Explain how citizens demonstrate patriotism.

  Clarifications:

  Clarification 1: Students will explain why reciting the Pledge of Allegiance daily is an act of patriotism.

  Clarification 2: Students will explain the importance of recognizing patriotic holidays or observances (e.g., American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day).

  Related Access Points
  - **SS.2.CG.2.AP.3:** Recognize that reciting the Pledge of Allegiance daily is an act of patriotism.
- **SS.2.CG.2.4:**

  Recognize symbols, individuals, and documents that represent the United States.

  Clarifications:

  Clarification 1: Students will recognize the U.S. Capitol, the White House, the U.S. Supreme Court building, and the Statue of Liberty as symbols that represent the United States.

  Clarification 2: Students will recognize Rosa Parks and Thomas Jefferson as individuals who represent the United States.

  Clarification 3: Students will recognize the Declaration of Independence as a document that represents the United States.

  Related Access Points
  - **SS.2.CG.2.AP.4:** Identify documents that represent the United States.
- **SS.2.CG.2.5:**

  Recognize symbols, individuals, and documents that represent Florida.

  Clarifications:

Clarification 1: Students will recognize the Florida State Capitol and the Everglades National Park as symbols of Florida.

Clarification 2: Students will recognize Andrew Jackson and Marjory Stoneman Douglas as individuals who represent Florida.

Clarification 3: Students will recognize the Florida Constitution as a document that represents Florida.

Related Access Points

- **SS.2.CG.2.AP.5:** Identify symbols and individuals that represent Florida.

- **SS.2.CG.3.1:** Identify the Constitution of the United States as the supreme law of the land.

  Clarifications:

  Clarification 1: Students will recognize that the United States has a written constitution.

  Clarification 2: Students will identify the United States as a constitutional republic.

  Related Access Points

  - **SS.2.CG.3.AP.1:** Recognize that the Constitution is the supreme law that all people must follow.

- **SS.2.E.1.1:** Recognize that people make choices because of limited resources.

  Related Access Points

  - **SS.2.E.1.AP.1:** Identify choices that people make with the availability of fewer resources.

- **SS.2.E.1.2:** Recognize that people supply goods and services based on consumer demands.

  Related Access Points

  - **SS.2.E.1.AP.2:** Recognize that goods and services fill a need (demand).

- **SS.2.E.1.3:** Recognize that the United States trades with other nations to exchange goods and services.

  Related Access Points

  - **SS.2.E.1.AP.3:** Recognize that some goods come from other countries.

- **SS.2.E.1.4:** Explain the personal benefits and costs involved in saving and spending.

  Related Access Points

  - **SS.2.E.1.AP.4:** Identify a benefit of saving and spending.

- **SS.2.G.1.1:**

  Use different types of maps (political, physical, and thematic) to identify map elements.

  Related Access Points

  - **SS.2.G.1.AP.1:** Identify title, cardinal directions, and key/legend on a map.

- **SS.2.G.1.2:**

  Using maps and globes, locate the student's hometown, Florida, North America, and both the state and national capitals.

  Related Access Points

- **SS.2.G.1.AP.2:** Identify the student's hometown, Florida, and state capital on a map.

- **SS.2.G.1.3:**

  Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Poles.

  Related Access Points
  - **SS.2.G.1.AP.3:** Recognize continents and oceans on a map or globe.

- **SS.2.G.1.4:**

  Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

  Related Access Points
  - **SS.2.G.1.AP.4:** Recognize the United States on a map of North America.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:

  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
- **HE.2.R.2.1:** Identify ways to make positive contributions to the wellbeing of the school and the community.

  Related Access Points
  - **HE.2.R.2.AP.1:** Identify a way to make a positive contribution to the wellbeing of the school or the community.

- **HE.2.R.3.2:** Identify characteristics of a community leader.

  Related Access Points
  - **HE.2.R.3.AP.2:** Identify a characteristic of a community leader.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida’s public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- United States Constitution 42(2)(b)
- Elements of Civil Government 1003.42(2)(e)

- History of the United States 1003.42(2)(f)
- History of African Americans 1003.42(2)(h)

General Information

Course Number: 7721013

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SOC ST - 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)

- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Social Studies - Grade 3 (#7721014)

Version: 2026 - And Beyond (current)

Social Studies Grade 3 - 5021050

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.3.A.1.1:** Analyze primary and secondary sources.

  Related Access Points
  - **SS.3.A.1.AP.1:** Identify and use primary and secondary sources to obtain information.

- **SS.3.A.1.2:** Utilize technology resources to gather information from primary and secondary sources.

  Related Access Points
  - **SS.3.A.1.AP.2:** Use technology resources to gather information about a primary or secondary source.

- **SS.3.A.1.3:** Define terms related to the social sciences.

  Related Access Points
  - **SS.3.A.1.AP.3:** Recognize that the terms history, geography, economics, civics, and government are related to social sciences.

- **SS.3.AA.1.1:** Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).

  Related Access Points
  - **SS.3.AA.1.AP.1:** Identify an African American who demonstrated heroism or patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).

- **SS.3.CG.1.1:**

  Explain how the U.S. Constitution establishes the purpose and fulfills the need for government.

  Clarifications:

  Clarification 1: Students will explain the purpose of and need for government in terms of protection of rights, organization, security, and services.

  Related Access Points
  - **SS.3.CG.1.AP.1:** Recognize the purpose of government in the community.

- **SS.3.CG.1.2:**

  Describe how the U.S. government gains its power from the people.

  Clarifications:

Clarification 1: Students will recognize what is meant by, “We the People” and the phrase, “consent of the governed.”

Clarification 2: Students will identify sources of consent (e.g., voting and elections).

Clarification 3: Students will recognize that the U.S. republic is governed by the “consent of the governed” and government power is exercised through representatives of the people.

Related Access Points

- **SS.3.CG.1.AP.2:** Identify that government gains its power from the people.

- **SS.3.CG.2.1:**

  Describe how citizens demonstrate civility, cooperation, volunteerism, and other civic virtues.

  Clarifications:

  Clarification 1: Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments, and neighborhood watch programs.

  Related Access Points

  - **SS.3.CG.2.AP.1:** Identify actions of citizens that contribute to the community.

- **SS.3.CG.2.2:** Describe the importance of voting in elections.

  Clarifications:

  Clarification 1: Students will recognize that it is every citizen’s responsibility to vote.

  Clarification 2: Students will explain the importance of voting in a republic.

  Related Access Points

  - **SS.3.CG.2.AP.2:** Recognize that it is the responsibility of citizens to vote.

- **SS.3.CG.2.3:** Explain the history and meaning behind patriotic holidays and observances.

  Clarifications:
  Clarification 1:

  Students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, and Veterans Day.

  Related Access Points

  - **SS.3.CG.2.AP.3:** Recognize the meaning behind patriotic holidays.

- **SS.3.CG.2.4:**

  Recognize symbols, individuals, documents, and events that represent the United States.

  Clarifications:

  Clarification 1: Students will recognize Mount Rushmore, Uncle Sam, and the Washington Monument as symbols that represent the United States.

Clarification 2: Students will recognize James Madison, Alexander Hamilton, Booker T. Washington, and Susan B. Anthony as individuals who represent the United States.

Clarification 3: Students will recognize the U.S. Constitution as a document that represents the United States.

Clarification 4: Students will recognize the Constitutional Convention (May 1787-September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States.

Related Access Points

- **SS.3.CG.2.AP.4:** Identify events that represent the United States.

- **SS.3.CG.2.5:**

  Recognize symbols, individuals, documents, and events that represent the State of Florida.

  Clarifications:

  Clarification 1: Students will recognize the Great Seal of the State of Florida as a symbol that represents the state.

  Clarification 2: Students will recognize William Pope Duval, William Dunn Moseley, and Josiah T. Walls as individuals who represent Florida.

  Clarification 3: Students will identify the Declaration of Rights in the Florida Constitution as a document that represents Florida.

  Clarification 4: Students will recognize that Florida became the 27th state of the United States on March 3, 1845.

  Related Access Points

  - **SS.3.CG.2.AP.5:** Identify events that represent Florida.

- **SS.3.CG.3.1:**

  Explain how the U.S. and Florida Constitutions establish the structure, function, powers, and limits of government.

  Clarifications:

  Clarification 1: Students will recognize that the U.S. Constitution and the Florida Constitution establish the framework for national and state government.

  Clarification 2: Students will recognize how government is organized at the national level (e.g., three branches of government).

  Clarification 3: Students will provide examples of people who make and enforce rules and laws in the United States (e.g., congress and president) and Florida (e.g., state legislature and governor).

  Related Access Points

  - **SS.3.CG.3.AP.1:** Identify that the U.S. and Florida Constitutions have three branches of government.

- **SS.3.CG.3.2:**

Recognize that government has local, state, and national levels.

Clarifications:

Clarification 1: Students will recognize that each level of government has its own unique structure and responsibilities.

Clarification 2: Students will distinguish between the responsibilities of the local, state, and national governments in the United States.

Related Access Points

- **SS.3.CG.3.AP.2:** Identify levels of local, state, and federal government to their functions.

- **SS.3.E.1.1:** Give examples of how scarcity results in trade.

  Related Access Points

  - **SS.3.E.1.AP.1:** Recognize that people can trade for products that are not available locally.

- **SS.3.E.1.2:** List the characteristics of money.

  Related Access Points

  - **SS.3.E.1.AP.2:** Identify some 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.

  Related Access Points

  - **SS.3.E.1.AP.3:** Recognize the roles of buyers and sellers in exchanging goods and services.

- **SS.3.E.1.4:** Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

  Related Access Points

  - **SS.3.E.1.AP.4:** Recognize forms of money used in the United States and one other North American country

- **SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

  Related Access Points

  - **SS.3.G.1.AP.1:** Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.

- **SS.3.G.1.2:**

  Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key or legend with symbols).

  Related Access Points

  - **SS.3.G.1.AP.2:** Identify elements on a map, such as title, key/legend, cardinal directions, compass rose, and coordinate grid.

- **SS.3.G.1.3:** Label the continents and oceans on a world map.

  Related Access Points

  - **SS.3.G.1.AP.3:** Identify selected continents and oceans on a world map.

- **SS.3.G.1.4:** Name and identify the purpose of maps (physical, political, elevation, population).

  Related Access Points
  - **SS.3.G.1.AP.4:** Recognize a physical and a political map.

- **SS.3.G.1.5:** Compare maps and globes to develop an understanding of the concept of distortion.

  Related Access Points
  - **SS.3.G.1.AP.5:** Identify differences between maps and globes.

- **SS.3.G.1.6:** Use maps to identify different types of scale to measure distances between two places.

  Related Access Points
  - **SS.3.G.1.AP.6:** Use maps to identify 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).

  Related Access Points
  - **SS.3.G.2.AP.1:** Recognize North America as Canada, the United States, and Mexico on a map.

- **SS.3.G.2.2:** Identify the five regions of the United States.

  Related Access Points
  - **SS.3.G.2.AP.2:** Recognize north, south, east, and west as they relate to the regions of the United States.

- **SS.3.G.2.3:** Label the states in each of the five regions of the United States.

  Related Access Points
  - **SS.3.G.2.AP.3:** Recognize selected 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.

  Related Access Points
  - **SS.3.G.2.AP.4:** Recognize major physical features of the United States, Canada, and Mexico.

- **SS.3.G.2.5:** Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

  Related Access Points
  - **SS.3.G.2.AP.5:** Recognize major natural and man-made landmarks of the United States.

- **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.

  Related Access Points
  - **SS.3.G.2.AP.6:** Identify how people view places and regions differently by asking questions about a region.

- **SS.3.G.3.1:** Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

  Related Access Points
  - **SS.3.G.3.AP.1:** Recognize differences in the climates of the United States, Canada, and Mexico.

- **SS.3.G.3.2:** Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

  Related Access Points
  - **SS.3.G.3.AP.2:** Recognize major natural resources in the United States, Canada, and Mexico.

- **SS.3.G.4.1:** Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

  Related Access Points
  - **SS.3.G.4.AP.1:** Identify major ways environmental influences contribute to settlement patterns in the United States.

- **SS.3.G.4.2:** Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

  Related Access Points
  - **SS.3.G.4.AP.2:** Recognize different cultures that have settled in the United States.

- **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.

  Related Access Points
  - **SS.3.G.4.AP.3:** Identify a cultural characteristic of a population in the United States and a population in Mexico or Canada.

- **SS.3.G.4.4:** Identify contributions from various ethnic groups to the United States.

  Related Access Points
  - **SS.3.G.4.AP.4:** Recognize contributions of an ethnic group to the United States.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:

  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make

predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- **HE.3.R.2.2:** Identify ways in which my decisions affect others.

  Related Access Points
  - **HE.3.R.2.AP.2:** Identify a way in which my decisions affect others.

- **HE.3.R.3.2:** Identify opportunities to volunteer or serve others in the school or community.

  Related Access Points
  - **HE.3.R.3.AP.2:** Identify an opportunity to volunteer or serve others in the school or community.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and

descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- United States Constitution 42(2)(b)
- Elements of Civil Government 1003.42(2)(e)
- History of the United States 1003.42(2)(f)
- History of African Americans 1003.42(2)(h)
- Veterans/Memorial and Medal of Honor Day 1003.42(2)(u)

General Information

Course Number: 7721014

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SOC ST - 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Primary Education (K-3 - No Longer Issued)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Prekindergarten/Primary Education (Age 3 through Grade 3)

Access Social Studies - Grade 4 (#7721015)

Version: 2026 - And Beyond (current)

Social Studies Grade 4 - 5021060

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.4.A.1.1:** Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

  Related Access Points
  - **SS.4.A.1.AP.1:** Identify and use primary and secondary resources to obtain information related to Florida history.

- **SS.4.A.1.2:** Synthesize information related to Florida history through print and electronic media.

  Related Access Points
  - **SS.4.A.1.AP.2:** Use print and electronic media to collect information about Florida history.

- **SS.4.A.2.1:** Compare Native American tribes in Florida.

  Related Access Points
  - **SS.4.A.2.AP.1:** Identify important cultural aspects of Native American tribes of Florida.

- **SS.4.A.3.1:** Identify explorers who came to Florida and the motivations for their expeditions.

  Related Access Points
  - **SS.4.A.3.AP.1:** Recognize a European explorer who came to Florida.

- **SS.4.A.3.2:** Describe causes and effects of European colonization on the Native American tribes of Florida.

  Related Access Points
  - **SS.4.A.3.AP.2:** Identify effects of European colonization on Native American tribes in Florida.

- **SS.4.A.3.3:** Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

  Related Access Points
  - **SS.4.A.3.AP.3:** Recognize St. Augustine as the beginning of Spanish colonial 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).

  Related Access Points
  - **SS.4.A.3.AP.4:** Identify a purpose of missions in Florida.

- **SS.4.A.3.5:** Identify the significance of Fort Mose as the first free African community in the United States.

  Related Access Points
  - **SS.4.A.3.AP.5:** Identify 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.

Related Access Points

- **SS.4.A.3.AP.6:** Recognize effects of Spanish rule in early Florida.

- **SS.4.A.3.7:** Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

  Related Access Points

  - **SS.4.A.3.AP.7:** Identify a different nation that controlled Florida.

- **SS.4.A.3.8:** Explain how the Seminole tribe formed and the purpose for their migration.

  Related Access Points

  - **SS.4.A.3.AP.8:** Identify one reason why the Seminole tribe was formed and where they lived.

- **SS.4.A.3.9:** Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

  Related Access Points

  - **SS.4.A.3.AP.9:** Recognize that Spain gave Florida back to the United States.

- **SS.4.A.3.10:** Identify the causes and effects of the Seminole Wars.

  Related Access Points

  - **SS.4.A.3.AP.10:** Recognize that the United States fought wars against the Seminole tribe.

- **SS.4.A.4.1:** Explain the effects of technological advances on Florida.

  Related Access Points

  - **SS.4.A.4.AP.1:** Identify technological advances that helped Florida to grow.

- **SS.4.A.4.2:** Describe pioneer life in Florida.

  Related Access Points

  - **SS.4.A.4.AP.2:** Identify characteristics of pioneer life in Florida.

- **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.

  Related Access Points

  - **SS.4.A.5.AP.1:** Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.

- **SS.4.A.5.2:** Summarize challenges Floridians faced during Reconstruction.

  Related Access Points

  - **SS.4.A.5.AP.2:** Recognize the effects of Reconstruction in Florida.

- **SS.4.A.6.1:** Describe the economic development of Florida's major industries.

  Related Access Points

  - **SS.4.A.6.AP.1:** Recognize Florida's major industries.

- **SS.4.A.6.2:** Summarize contributions immigrant groups made to Florida.

  Related Access Points

  - **SS.4.A.6.AP.2:** Identify contributions of immigrants to Florida.

- **SS.4.A.6.3:** Describe the contributions of significant individuals to Florida.

  Related Access Points

- **SS.4.A.6.AP.3:** Identify the contributions of significant individuals to Florida.

- **SS.4.A.6.4:** Describe effects of the Spanish American War on Florida.

  Related Access Points
  - **SS.4.A.6.AP.4:** Recognize ways that Florida changed during the Spanish American War.

- **SS.4.A.7.1:** Describe the causes and effects of the 1920's Florida land boom and bust.

  Related Access Points
  - **SS.4.A.7.AP.1:** Identify a basic cause and effect of the 1920s Florida land boom and bust.

- **SS.4.A.7.2:** Summarize challenges Floridians faced during the Great Depression.

  Related Access Points
  - **SS.4.A.7.AP.2:** Identify a challenge Floridians faced during the Great Depression.

- **SS.4.A.8.1:** Identify Florida's role in the Civil Rights Movement.

  Related Access Points
  - **SS.4.A.8.AP.1:** Recognize that Florida played a role in the Civil Rights Movement.

- **SS.4.A.8.2:** Describe how and why immigration impacts Florida today.

  Related Access Points
  - **SS.4.A.8.AP.2:** Identify how immigration impacts Florida today.

- **SS.4.A.8.3:**

  Describe the effect of the United States' space program on Florida's economy and growth.

  Related Access Points
  - **SS.4.A.8.AP.3:** Recognize an impact the space program has on Florida's growth.

- **SS.4.A.8.4:** Explain how tourism affects Florida's economy and growth.

  Related Access Points
  - **SS.4.A.8.AP.4:** Recognize that tourism brings people and money to Florida.

- **SS.4.A.9.1:** Utilize timelines to sequence key events in Florida history.

  Related Access Points
  - **SS.4.A.9.AP.1:** Complete a timeline to sequence major events in Florida history.

- **SS.4.AA.1.1:** Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel “Chappie” James, Bob Hayes, Sylvia Fowles).

  Related Access Points
  - **SS.4.AA.1.AP.1:** Identify an African American community leader who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel "Chappie" James, Bob Hayes, Sylvia Fowles).

- **SS.4.CG.1.1:** Explain why the Florida government has a written Constitution.

  Clarifications:

Clarification 1: Students will recognize that every state has a state constitution.

Clarification 2: Students will explain the relationship between a written constitution, the government established, and the citizens.

Related Access Points

- **SS.4.CG.1.AP.1:** Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.

- **SS.4.CG.2.1:** Identify and describe how citizens work with local and state governments to solve problems.

  Clarifications:

  Clarification 1: Students will explain how public issues, such as taxation, roads, zoning, and schools, impact citizens' daily lives.

  Clarification 2: Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

  Related Access Points

  - **SS.4.CG.2.AP.1:** Recognize how citizens work with government to solve community problems.

- **SS.4.CG.2.2:** Explain the importance of voting, public service, and volunteerism to the state and nation.

  Clarifications:

  Clarification 1: Students will explain how voting, public service, and volunteerism contribute to the preservation of the republic.

  Clarification 2: Students will discuss different types of public service and volunteerism.

  Related Access Points

  - **SS.4.CG.2.AP.2:** Identify different types of public service and volunteerism.

- **SS.4.CG.2.3:** Identify individuals who represent the citizens of Florida at the state level.

  Clarifications:

  Clarification 1: Students will identify their local state senator and state representative.

  Clarification 2: Students will identify appropriate methods for communicating with elected officials.

  Clarification 3: Students will recognize that Florida has a representative government.

  Related Access Points

  - **SS.4.CG.2.AP.3:** Recognize that Florida has a representative government.

- **SS.4.CG.3.1:**

  Explain the structure and functions of the legislative, executive, and judicial branches of government in Florida.

Clarifications:

Clarification 1: Students will compare the powers of Florida's three branches of government.

Clarification 2: Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.

Related Access Points

- **SS.4.CG.3.AP.1:** Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).

- **SS.4.CG.3.2:** Compare the structure, functions, and processes of local and state government.

  Clarifications:
  Clarification 1: Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).

  Related Access Points

  - **SS.4.CG.3.AP.2:** Identify the structures of local and state governments.

- **SS.4.E.1.1:**

  Identify entrepreneurs from various demographic backgrounds who have influenced Florida and local economy.

  Related Access Points

  - **SS.4.E.1.AP.1:** Recognize a contribution of an entrepreneur who influenced Florida.

- **SS.4.E.1.2:** Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

  Related Access Points

  - **SS.4.E.1.AP.2:** Identify important economic contributions of Florida.

- **SS.4.FL.1.1:** People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.

  Related Access Points

  - **SS.4.FL.1.AP.1:** Identify different skills with different types of jobs.

- **SS.4.FL.1.2:** People earn an income when they are hired by an employer to work at a job. Explain why employers are willing to pay people to do their work.

  Related Access Points

  - **SS.4.FL.1.AP.2:** Recognize that people get paid for their work.

- **SS.4.FL.1.3:** Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.

  Related Access Points

  - **SS.4.FL.1.AP.3:** Recognize that workers are paid in different ways for different jobs.

- **SS.4.FL.1.4:** People can earn interest income from letting other people borrow their money. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.

Related Access Points

- **SS.4.FL.1.AP.4:** Identify interest income from people borrowing money.

- **SS.4.FL.1.5:** People can earn income by renting their property to other people. Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.

  Related Access Points

  - **SS.4.FL.1.AP.5:** Recognize income can be earned by renting to others.

- **SS.4.FL.1.6:** Describe ways that people who own a business can earn a profit, which is a source of income.

  Related Access Points

  - **SS.4.FL.1.AP.6:** Recognize that people who own a business can make money.

- **SS.4.FL.1.7:** Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.

  Related Access Points

  - **SS.4.FL.1.AP.7:** Recognize that entrepreneurs are people who start new businesses.

- **SS.4.FL.1.8:** Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.

  Related Access Points

  - **SS.4.FL.1.AP.8:** Recognize taxes are used to pay for government goods and services.

- **SS.4.FL.2.1:** Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.

  Related Access Points

  - **SS.4.FL.2.AP.1:** Identify economic wants with goods, services, and leisure activities.

- **SS.4.FL.2.2:** Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.

  Related Access Points

  - **SS.4.FL.2.AP.2:** Place goods and services in a list that prioritizes an individual's wants.

- **SS.4.FL.2.3:** Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.

  Related Access Points

  - **SS.4.FL.2.AP.3:** Recognize a portion of income can be used for personal happiness.

- **SS.4.FL.2.4:** Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.

  Related Access Points

  - **SS.4.FL.2.AP.4:** Recognize a scenario that involves making an economic choice.

- **SS.4.FL.2.5:** Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.

Related Access Points

- **SS.4.FL.2.AP.5:** Identify the costs and benefits of spending based on an informed decision.

- **SS.4.FL.2.6:** Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.

  Related Access Points

  - **SS.4.FL.2.AP.6:** Identify ways people's spending choices are influenced.

- **SS.4.FL.2.7:** Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.

  Related Access Points

  - **SS.4.FL.2.AP.7:** Identify the parts of a budget plan (spending, saving, and managing income).

- **SS.4.FL.3.1:** Identify ways that income is saved, spent on goods and services, or used to pay taxes.

  Related Access Points

  - **SS.4.FL.3.AP.1:** Recognize ways that income is used.

- **SS.4.FL.3.2:** Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.

  Related Access Points

  - **SS.4.FL.3.AP.2:** Recognize that saving money involves choices

- **SS.4.FL.3.3:** Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.

  Related Access Points

  - **SS.4.FL.3.AP.3:** Identify places where people can save money.

- **SS.4.FL.3.4:** Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.

  Related Access Points

  - **SS.4.FL.3.AP.4:** Identify the relationship between saving money and future purchases.

- **SS.4.FL.3.5:** Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.

  Related Access Points

  - **SS.4.FL.3.AP.5:** Recognize the advantages of saving money in a bank.

- **SS.4.FL.4.1:** Discuss that interest is the price the borrower pays for using someone else's money.

  Related Access Points

  - **SS.4.FL.4.AP.1:** Recognize that interest is added when you borrow money.

- **SS.4.FL.4.2:** Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.

  Related Access Points

  - **SS.4.FL.4.AP.2:** Identify an instance when people use a loan.

- **SS.4.FL.5.1:** Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.

  Related Access Points
  - **SS.4.FL.5.AP.1:** Recognize the difference between saving and financial investing.

- **SS.4.FL.5.2:**

  Explain that a financial investment is the purchase of a financial asset, such as a stock, with the expectation of an increase in the value of the asset and/or increase in future income.

  Related Access Points
  - **SS.4.FL.5.AP.2:** Recognize that an investment may or may not produce a future income.

- **SS.4.FL.6.1:** Explain that risk is the chance of loss or harm.

  Related Access Points
  - **SS.4.FL.6.AP.1:** Recognize common examples of a risk.

- **SS.4.FL.6.2:** Explain that risk from accidents and unexpected events is an unavoidable part of daily life.

  Related Access Points
  - **SS.4.FL.6.AP.2:** Recognize that unexpected events are part of daily life.

- **SS.4.FL.6.3:** Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.

  Related Access Points
  - **SS.4.FL.6.AP.3:** Identify ways to avoid or reduce risks.

- **SS.4.FL.6.4:** Discuss that one method to cope with unexpected losses is to save for emergencies.

  Related Access Points
  - **SS.4.FL.6.AP.4:** Recognize a benefit of emergency savings.

- **SS.4.G.1.1:** Identify physical features of Florida.

  Related Access Points
  - **SS.4.G.1.AP.1:** Recognize selected physical features of Florida.

- **SS.4.G.1.2:** Locate and label cultural features on a Florida map.

  Related Access Points
  - **SS.4.G.1.AP.2:** Identify cultural features on a Florida map.

- **SS.4.G.1.3:** Explain how weather impacts Florida.

  Related Access Points
  - **SS.4.G.1.AP.3:** Recognize an effect of weather in 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).

  Related Access Points
  - **SS.4.G.1.AP.4:** Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

  Clarifications:
  Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, "Does this solution make sense? How do you know?"
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students' ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

- **HE.4.R.2.2:** Identify the value of making healthy choices for personal well-being.

  Related Access Points
  - **HE.4.R.2.AP.2:** Identify the value of making healthy choices for personal well-being.

- **HE.4.R.4.2:** Describe strategies to resolve conflicts.

  Clarifications:
  Clarification 1: Instruction includes compromise, agreeing to disagree, and civil discourse.

  Related Access Points
  - **HE.4.R.4.AP.2:** Identify strategies to resolve conflicts.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

This course satisfies statutory requirements for required instructional components:

- United States Constitution 42(2)(b)
- Flag Education Statute: 1003.42(2)(d)
- Elements of Civil Government 1003.42(2)(e)
- History of the United States 1003.42(2)(f)
- History of African Americans 1003.42(2)(h)
- Kindness to Animals 1003.42(2)(l)
- Civic and Character Education 1003.42(2)(t)
- Veterans/Memorial and Medal of Honor Day 1003.42(2)(u)

General Information

Course Number: 7721015

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SOC ST - 4

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course
Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)

Access Social Studies - Grade 5 (#7721016)

Version: 2026 - And Beyond (current)

Social Studies Grade 5 - 5021070

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SS.5.A.1.1:** Use primary and secondary sources to understand history.

  Related Access Points
  - **SS.5.A.1.AP.1:** Use primary and secondary resources to understand history.

- **SS.5.A.1.2:** Utilize timelines to identify and discuss American History time periods.

  Related Access Points
  - **SS.5.A.1.AP.2:** Sequence events to match dates on a timeline about American history.

- **SS.5.A.2.1:** Compare cultural aspects of ancient American civilizations (e.g., Aztecs, Mayas, Mound Builders, Anasazi, Inuit).

  Related Access Points
  - **SS.5.A.2.AP.1:** Recognize a cultural aspect of an ancient North American civilization.

- **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).

  Related Access Points
  - **SS.5.A.2.AP.2:** Recognize that Native American tribes lived in various parts of North America and had different customs.

- **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.

  Related Access Points
  - **SS.5.A.2.AP.3:** Recognize differences in cultural aspects of Native American tribes.

- **SS.5.A.3.1:** Describe technological developments that shaped European exploration.

  Related Access Points
  - **SS.5.A.3.AP.1:** Recognize inventions that made exploration safer.

- **SS.5.A.3.2:** Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

  Related Access Points
  - **SS.5.A.3.AP.2:** Identify a European explorer with their sponsoring country.

- **SS.5.A.3.3:** Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

  Related Access Points
  - **SS.5.A.3.AP.3:** Recognize ways different groups interacted with each other for control of North America.

- **SS.5.A.4.1:** Identify the economic, political and socio-cultural motivation for colonial settlement.

  Related Access Points
  - **SS.5.A.4.AP.1:** Recognize reasons why colonists settled in America.
- **SS.5.A.4.2:** Compare characteristics of New England, Middle, and Southern colonies.

  Related Access Points
  - **SS.5.A.4.AP.2:** Identify resources found in a colonial region.
- **SS.5.A.4.3:** Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

  Related Access Points
  - **SS.5.A.4.AP.3:** Identify an individual responsible for the development of new colonies.
- **SS.5.A.4.4:** Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

  Related Access Points
  - **SS.5.A.4.AP.4:** Recognize aspects of daily colonial life.
- **SS.5.A.4.5:** Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

  Related Access Points
  - **SS.5.A.4.AP.5:** Identify the Triangular Trade with slavery.
- **SS.5.A.4.6:** Describe the introduction, impact, and role of slavery in the colonies.

  Related Access Points
  - **SS.5.A.4.AP.6:** Recognize that Southern Colonies had large farms with slaves.
- **SS.5.A.5.1:** Identify and explain significant events leading up to the American Revolution.

  Related Access Points
  - **SS.5.A.5.AP.1:** Identify events that led up to the American Revolution.
- **SS.5.A.5.2:** Identify significant individuals and groups who played a role in the American Revolution.

  Related Access Points
  - **SS.5.A.5.AP.2:** Identify a significant individual who contributed to 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.

  Related Access Points
  - **SS.5.A.5.AP.3:** Identify that the Declaration of Independence stated that colonists wanted freedom from England.
- **SS.5.A.5.4:** Examine and explain the changing roles and impact of significant women during the American Revolution.

  Related Access Points
  - **SS.5.A.5.AP.4:** Identify a significant woman from the American Revolution.

- **SS.5.A.5.5:** Examine and compare major battles and military campaigns of the American Revolution.

  Related Access Points
  - **SS.5.A.5.AP.5:** Recognize a major battle in the American Revolution.

- **SS.5.A.5.6:** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

  Related Access Points
  - **SS.5.A.5.AP.6:** Recognize that the colonies needed help from other countries to win the American Revolution.

- **SS.5.A.5.7:** Explain economic, military, and political factors which led to the end of the Revolutionary War.

  Related Access Points
  - **SS.5.A.5.AP.7:** Identify factors that helped colonists win the Revolution.

- **SS.5.A.5.8:** Evaluate the personal and political hardships resulting from the American Revolution.

  Related Access Points
  - **SS.5.A.5.AP.8:** Recognize that the colonists needed more money and supplies after 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).

  Related Access Points
  - **SS.5.A.5.AP.9:** Recognize that the United States wanted to add new land after the Revolution.

- **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.

  Related Access Points
  - **SS.5.A.5.AP.10:** Recognize that the Constitution outlines the principles of the American government.

- **SS.5.A.6.1:** Describe the causes and effects of the Louisiana Purchase.

  Related Access Points
  - **SS.5.A.6.AP.1:** Recognize that the Louisiana Purchase made the United States twice its original size.

- **SS.5.A.6.2:** Identify roles and contributions of significant people during the period of westward expansion.

  Related Access Points
  - **SS.5.A.6.AP.2:** Recognize significant people in the westward expansion of the United States.

- **SS.5.A.6.3:** Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

  Related Access Points
  - **SS.5.A.6.AP.3:** Identify an advancement with transportation and communication in America during the 1800s.

- **SS.5.A.6.4:** Explain the importance of the explorations west of the Mississippi River.

  Related Access Points
  - **SS.5.A.6.AP.4:** Recognize significant exploration achievements west of the Mississippi River.

- **SS.5.A.6.5:** Identify the causes and effects of the War of 1812.

  Related Access Points
  - **SS.5.A.6.AP.5:** Recognize that America fought England in the War of 1812.

- **SS.5.A.6.6:** Explain how westward expansion affected Native Americans.

  Related Access Points
  - **SS.5.A.6.AP.6:** Recognize the westward expansion impacted Native Americans.

- **SS.5.A.6.7:** Discuss the concept of Manifest Destiny.

  Related Access Points
  - **SS.5.A.6.AP.7:** Identify Manifest Destiny with westward expansion.

- **SS.5.A.6.8:** Describe the causes and effects of the Missouri Compromise.

  Related Access Points
  - **SS.5.A.6.AP.8:** Identify one cause and one effect of the Missouri Compromise.

- **SS.5.A.6.9:** Describe the hardships of settlers along the overland trails to the west.

  Related Access Points
  - **SS.5.A.6.AP.9:** Identify hardships settlers faced as they moved west.

- **SS.5.AA.1.1:** Examine the life of African Americans in the colonial era.

  Clarifications:
  Clarification 1: Instruction includes what life was like for the earliest slaves and the emancipated in North America.

  Related Access Points
  - **SS.5.AA.1.AP.1:** Recognize how African Americans lived in the colonial era.

- **SS.5.AA.1.2:** Examine the Underground Railroad and how former slaves partnered with other free people and groups in assisting those escaping from slavery.

  Related Access Points
  - **SS.5.AA.1.AP.2:** Recognize the purpose of the Underground Railroad in assisting those escaping from slavery.

- **SS.5.AA.1.3:** Examine key figures and events in abolitionist movements.

  Related Access Points
  - **SS.5.AA.1.AP.3:** Recognize the purpose of the Underground Railroad in assisting those escaping from slavery.

- **SS.5.AA.1.6:** Examine the experiences and contributions of African Americans in early Florida.

  Clarifications:
  Clarification 1: Instruction includes African American communities (e.g., Fort Mose, Angola Community, Black Seminoles, Fort Gadsden, Lincolnville, Eatonville).

  Related Access Points

- **SS.5.AA.1.AP.6:** Recognize an experience or contribution of African Americans in early Florida.

- **SS.5.CG.1.1:** Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.

  Clarifications:

  Clarification 1: Students will identify the grievances detailed in the Declaration of Independence.

  Clarification 2: Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.

  Clarification 3: Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.

  Related Access Points
  - **SS.5.CG.1.AP.1:** Identify the idea of "unalienable rights" in the Declaration of Independence as it relates to each citizen.

- **SS.5.CG.1.2:** Explain how and why the U.S. government was created by the U.S. Constitution.

  Clarifications:

  Clarification 1: Students will identify the strengths and weaknesses of the Articles of Confederation.

  Clarification 2: Students will explain the goals of the 1787 Constitutional Convention.

  Clarification 3: Students will describe why compromises were made during the writing of the Constitution and identify those compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).

  Clarification 4: Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

  Related Access Points
  - **SS.5.CG.1.AP.2:** Recognize a compromise that was made during the writing of the Constitution.

- **SS.5.CG.1.3:** Discuss arguments for adopting a representative form of government.

  Clarifications:
  Clarification 1: Students will explain what is meant by a representative government.

  Related Access Points
  - **SS.5.CG.1.AP.3:** Recognize the United States is a representative government.

- **SS.5.CG.1.4:** Describe the history, meaning, and significance of the Bill of Rights.

  Clarifications:
  Clarification 1: Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

  Related Access Points
  - **SS.5.CG.1.AP.4:** Recognize the significance of the Bill of Rights in the U.S. Constitution.

- **SS.5.CG.2.1:**

  Discuss the political ideas of Patriots, Loyalists, and other colonists about the American Revolution.

  Clarifications:

  Clarification 1: Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.

  Clarification 2: Students will explain why colonists would choose to side with the British during the American Revolution.

  Clarification 3: Students will examine motivations for the decision to not take a side during the American Revolution.

  Related Access Points
  - **SS.5.CG.2.AP.1:** Identify political ideas of Patriots and Loyalists.
- **SS.5.CG.2.2:** Compare forms of political participation in the colonial period to today.

  Clarifications:

  Clarification 1: Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).

  Clarification 2: Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government).

  Related Access Points
  - **SS.5.CG.2.AP.2:** Recognize ways citizens participate in the political process historically and in modern times.
- **SS.5.CG.2.3:** Analyze how the U.S. Constitution expanded civic participation over time.

  Clarifications:
  Clarification 1: Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th, and 26th Amendments, and the Voting Rights Act of 1965.

  Related Access Points
  - **SS.5.CG.2.AP.3:** Recognize voting rights within the U.S. Constitution.
- **SS.5.CG.2.4:** Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.

  Clarifications:

  Clarification 1: Students will explain what it means for the United States to be a constitutional republic.

  Clarification 2: Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.

  Clarification 3: Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.

Related Access Points

- **SS.5.CG.2.AP.4:** Recognize duties and responsibilities that citizens are expected to fulfill.

- **SS.5.CG.2.5:** Identify individuals who represent the citizens of Florida at the national level.

  Clarifications:

  Clarification 1: Students will identify Florida's U.S. senators and the U.S. representative for their district.

  Clarification 2: Students will discuss the constitutional qualifications for office, term length, authority, duties, activities, and compensation.

  Related Access Points

  - **SS.5.CG.2.AP.5:** Recognize Florida's U.S. senators and representatives from their district.

- **SS.5.CG.2.6:** Explain symbols and documents that represent the United States.

  Clarifications:

  Clarification 1: Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.

  Clarification 2: Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

  Related Access Points

  - **SS.5.CG.2.AP.6:** Identify a symbol and a document that represents the United States.

- **SS.5.CG.3.1:**

  Describe the organizational structure and powers of the national government as defined in Articles I, II, and III of the U.S. Constitution.

  Clarifications:

  Clarification 1: Students will identify legislative, executive, and judicial branch functions of the U.S. government as defined in Articles I, II, and III of the U.S. Constitution.

  Clarification 2: Students will explain why the Constitution divides the national government into three branches.

  Related Access Points

  - **SS.5.CG.3.AP.1:** Recognize the structure of the national government as defined in the U.S. Constitution.

- **SS.5.CG.3.2:** Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.

  Clarifications:
  Clarification 1: Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.

  Related Access Points

- **SS.5.CG.3.AP.2:** Recognize that the power of the national government is limited by the U.S. Constitution and the Bill of Rights.

- **SS.5.CG.3.3:** Explain the role of the court system in interpreting law and settling conflicts.

  Clarifications:

  Clarification 1: Students will explain why the U.S. Supreme Court is the highest court in the system.

  Clarification 2: Students will explain why both the United States and Florida have a Supreme Court.

  Related Access Points
  - **SS.5.CG.3.AP.3:** Recognize the role of the United States and Florida Supreme Court.

- **SS.5.CG.3.4:** Describe the process for amending the U.S. Constitution.

  Clarifications:

  Clarification 1: Students will explain why the U.S. Constitution includes the amendment process.

  Clarification 2: Students will identify amendments to the U.S. Constitution.

  Related Access Points
  - **SS.5.CG.3.AP.4:** Recognize that the U.S. Constitution has amendments.

- **SS.5.CG.3.5:**

  Explain how the U.S. Constitution influenced the Florida Constitution.

  Clarifications:

  Clarification 1: Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).

  Clarification 2: Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments, and preambles).

  Related Access Points
  - **SS.5.CG.3.AP.5:** Recognize the basic outline of the U.S. and Florida Constitutions.

- **SS.5.CG.3.6:** Explain the relationship between the state and national governments.

  Clarifications:

  Clarification 1: Students will define federalism as it applies to the United States.

  Clarification 2: Students will provide examples of powers granted to the national government and those reserved to the states.

  Clarification 3: Students will provide examples of cooperation between the U.S. and Florida governments.

  Related Access Points

- **SS.5.CG.3.AP.6:** Identify examples of powers granted to the national government and those reserved to the states.

- **SS.5.E.1.1:** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

  Related Access Points
  - **SS.5.E.1.AP.1:** Recognize how trade promoted growth in 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.

  Related Access Points
  - **SS.5.E.1.AP.2:** Identify a characteristic of a market economy in colonial America.

- **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.

  Related Access Points
  - **SS.5.E.1.AP.3:** Recognize major inventions 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.

  Related Access Points
  - **SS.5.E.2.AP.1:** Recognize a positive and a negative effect of voluntary trade in early America.

- **SS.5.G.1.1:** Interpret current and historical information using a variety of geographic tools.

  Related Access Points
  - **SS.5.G.1.AP.1:** Recognize current and historical information using selected geographic tools.

- **SS.5.G.1.2:** Use latitude and longitude to locate places.

  Related Access Points
  - **SS.5.G.1.AP.2:** Use a coordinate grid on a map to locate places.

- **SS.5.G.1.3:** Identify major United States physical features on a map of North America.

  Related Access Points
  - **SS.5.G.1.AP.3:** Recognize major physical features on a map of the United States.

- **SS.5.G.1.4:** Construct maps, charts, and graphs to display geographic information.

  Related Access Points
  - **SS.5.G.1.AP.4:** Complete a map, chart, or graph to display geographic information.

- **SS.5.G.1.5:** Identify and locate the original thirteen colonies on a map of North America.

  Related Access Points
  - **SS.5.G.1.AP.5:** Identify an original colony on a map of the United States.

- **SS.5.G.1.6:** Locate and identify states, capitals, and United States Territories on a map.

  Related Access Points
  - **SS.5.G.1.AP.6:** Identify selected states and their capitals on a map.

- **SS.5.G.2.1:**

  Describe the push-pull factors (e.g., economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

  Related Access Points
  - **SS.5.G.2.AP.1:** Identify a factor that causes a boundary to change.

- **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.

  Related Access Points
  - **SS.5.G.3.AP.1:** Identify natural events that caused change through the 1850s.

- **SS.5.G.4.1:** Use geographic knowledge and skills when discussing current events.

  Related Access Points
  - **SS.5.G.4.AP.1:** Use a geographic skill to recognize information about current events.

- **SS.5.G.4.2:**

  Use geography concepts and skills such as recognizing patterns, mapping, and graphing to find solutions for local, state, or national problems.

  Related Access Points
  - **SS.5.G.4.AP.2:** Use a geographic skill to recognize information about selected local, state, or national events.

- **SS.5.HE.1.1:**

  Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

  Clarifications:

  Clarification 1: Students will define antisemitism as prejudice against or hatred of the Jewish people.

  Clarification 2: Students will recognize the Holocaust as history's most extreme example of antisemitism.

  Clarification3: Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).

  Related Access Points
  - **SS.5.HE.1.AP.1:** Recognize the Holocaust as history's most extreme example of antisemitism.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.

- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

  Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

  - Communicate mathematical ideas, vocabulary and methods effectively.
  - Analyze the mathematical thinking of others.
  - Compare the efficiency of a method to those expressed by others.
  - Recognize errors and suggest how to correctly solve the task.
  - Justify results by explaining methods and processes.
  - Construct possible arguments based on evidence.

  Clarifications:
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.
  - Check calculations when solving problems.
  - Verify possible solutions by explaining the methods used.
  - Evaluate results based on the given context.

  Clarifications:
  Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
  - Strengthen students’ ability to verify solutions through justifications.

- **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**

  Mathematicians who apply mathematics to real-world contexts:

  - Connect mathematical concepts to everyday experiences.
  - Use models and methods to understand, represent and solve problems.
  - Perform investigations to gather data or determine if a method is appropriate.
  - Redesign models and methods to improve accuracy or efficiency.

  Clarifications:
  Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

  Clarifications:
  See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **HE.5.R.1.1:** Discuss how to work together to achieve a positive outcome.

  Related Access Points
  - **HE.5.R.1.AP.1:** Recognize how to work together to achieve a positive outcome.

- **HE.5.R.2.1:** Describe the importance of having the courage to the do the right thing even when it is difficult.

  Related Access Points
  - **HE.5.R.2.AP.1:** Identify the importance of having the courage to do the right thing even when it is difficult.

- **HE.5.R.3.2:** Identify ways to participate in decision-making in the school or community.

Related Access Points

- **HE.5.R.3.AP.2:** Identify a way to participate in decision-making in the school or community.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Course Information

General Notes

Access Courses: Access courses are intended only for students with the most significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Access points in the subject areas of science, art, dance, physical education, theatre, and music provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts, mathematics, social studies and health do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

It is important to note that special attention should also be paid to the “Remarks” and “Clarifications” which provides additional information that aids in teaching the benchmarks with fidelity and clarity.

Mathematics Thinking and Reasoning Standards (MTRs)

The MTR are built on the following premises:

- Florida’s state academic standards for social studies are taught through the lens of the MTRs; the MTRs are embedded throughout every lesson;
- language of the MTRs are expectations for students to use as self-monitoring tools during instruction every day;
- ensures that students are engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions and make connections to previous and extended knowledge/learning; and
- standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

English Language Arts (ELA) Expectations (EEs)

- The ELA Expectations are those overarching skills that run through every component of instruction.
- These are skills that students should be using throughout the instruction of Florida’s state academic standards for social studies.

For guidance on the implementation of the EEs, please visit ELA B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS. To access Mathematics Resources please visit B.E.S.T Mathematics Resources (fldoe.org).

English Language Development (ELDs)

- The ELDs are adopted from the World-Class Instruction Design and Assessment Consortium or WIDA.
- The standards represent the social, instructional and academic language that students need to engage with peers, educators and the curriculum in schools.

Teachers are required to provide listening, speaking, reading and writing instruction that allows English Language Learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

Required Instruction:

Section 1003.42, Florida Statutes, outlines the topics that must be taught in Florida's public schools as part of required instruction. The Florida Department of Education supports districts in fulfilling these requirements through guidance, resources and tools to ensure students receive instruction that promotes civic responsibility, character development, historical understanding and digital safety.

- Declaration of Independence, 1003.42(2)(a)
- United States Constitution, 1003.42(2)(b)
- Republican Form of Government, 1003.42(2)(c)
- Elements of Civil Government, 1003.42(2)(e)
- History of the United States, 1003.42(2)(f)
- History of the Holocaust, 1003.42(2)(g)
- History of African Americans, 1003.42(2)(h)

General Information

Course Number: 7721016

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SOC ST - 5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Type: Core Academic Course

Course Status: Course Approved

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)

- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Exceptional Student Education (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Social Studies (Elementary Grades 1-6) **Plus** Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Emotionally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Elementary Education (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Elementary Education (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Mentally Handicapped (Elementary and Secondary Grades K-12)
- Social Studies (Elementary Grades 1-6) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)
- Social Science (Grades 5-9) **Plus** Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Grades K-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Studies (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Elementary Education (Elementary Grades 1-6)
- Varying Exceptionalities (Elementary and Secondary Grades K-12) **Plus** Social Science (Grades 5-9)

Unique Skills Social and Emotional: PK-5 (#7721020)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.19.3:** Express a range of personal emotions and feelings in a socially acceptable manner.
- **SP.PK12.US.19.4:** Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
- **SP.PK12.US.19.6:** Self-advocate for personal needs in a socially appropriate manner.
- **SP.PK12.US.19.1a:** Identify personal emotions and feelings.
- **SP.PK12.US.19.2a:** Identify personal strengths and areas of need.
- **SP.PK12.US.19.5a:** Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
- **SP.PK12.US.19.7a:** Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
- **SP.PK12.US.20.1:** Identify a range of emotions and feelings of others.
- **SP.PK12.US.20.2:** Respond in a socially appropriate manner to emotions and feelings of others.
- **SP.PK12.US.20.3:** Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
- **SP.PK12.US.20.4:** Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
- **SP.PK12.US.20.5:** Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
- **SP.PK12.US.20.6:** Work cooperatively in small groups to achieve common outcomes.
- **SP.PK12.US.20.7a:** Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
- **SP.PK12.US.21.1:** Maintain appropriate behavior by following rules in classroom and school settings.
- **SP.PK12.US.21.2a:** Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7721020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: Unique Skills Social and Emotional

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Varying Exceptionalities (Elementary and Secondary Grades K-12)

- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Hospital and Homebound Academic and Unique Skills: PK-5 (#7755020)

Version: 2015 - And Beyond (current)

A. Major Concepts/Content. The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short- Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

B. Special Note. None.

C. Course Requirements. After successfully completing this course, the student will: Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7755020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: H/H ACAD U SKLS:PK-5

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Advanced Academics: K-5 for Gifted Students (#7755040)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **G.K12.1.1.1a: Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
- **G.K12.1.1.1b: Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
- **G.K12.1.1.1c: Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
- **G.K12.1.1.1d: Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
- **G.K12.1.1.2a: Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
- **G.K12.1.1.2b: Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
- **G.K12.1.1.2c: Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
- **G.K12.1.1.2d: Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
- **G.K12.1.1.3a: Manipulation of Data - Know:** Manipulate data in order to determine contributions of the discipline to the community and world.
- **G.K12.1.1.3b: Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
- **G.K12.1.1.3c: Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
- **G.K12.1.1.3d: Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
- **G.K12.1.1.4a: Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
- **G.K12.1.1.4b: Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
- **G.K12.1.1.4c: Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.

- **G.K12.1.1.4d: Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
- **G.K12.1.2.1a: Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
- **G.K12.1.2.1b: Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
- **G.K12.1.2.1c: Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
- **G.K12.1.2.1d: Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
- **G.K12.1.2.1e: Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
- **G.K12.1.2.1f: Conceptual Frameworks - Understand:** Differentiate similarities and differences between functional concepts and principles within a field.
- **G.K12.1.2.1g: Conceptual Frameworks - Perform:** Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
- **G.K12.1.2.1h: Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
- **G.K12.1.2.2a: Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
- **G.K12.1.2.2b: Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
- **G.K12.1.2.2c: Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
- **G.K12.1.2.2d: Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
- **G.K12.1.2.3a: Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
- **G.K12.1.2.3b: Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
- **G.K12.1.2.3c: Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
- **G.K12.1.2.3d: Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
- **G.K12.1.3.1a: Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.

- **G.K12.1.3.1b: Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
- **G.K12.1.3.1c: Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
- **G.K12.1.3.1d: Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.
- **G.K12.1.3.2a: Management of Data for Research - Know:** Identify a list of methods manuals, “How To” books, and other resources to research methodologies used by practitioners.
- **G.K12.1.3.2b: Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
- **G.K12.1.3.2c: Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
- **G.K12.1.3.2d: Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
- **G.K12.1.3.3a: Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
- **G.K12.1.3.3b: Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
- **G.K12.1.3.3c: Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
- **G.K12.1.3.3d: Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
- **G.K12.1.3.4a: Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
- **G.K12.1.3.4b: Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
- **G.K12.1.3.4c: Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
- **G.K12.1.3.4d: Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
- **G.K12.2.1.1a: The Nature of Questions - Know:** Identify questions as seeking basic information and facts in singular disciplines.
- **G.K12.2.1.1b: The Nature of Questions - Understand:** See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
- **G.K12.2.1.1c: The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.

- **G.K12.2.1.1d: The Nature of Questions - Accomplish:** Seek and use questions that connect divergent disciplines in order to expand understanding.
- **G.K12.2.1.2a: The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
- **G.K12.2.1.2b: The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
- **G.K12.2.1.2c: The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
- **G.K12.2.1.2d: The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
- **G.K12.2.1.3a: The Power of Questions - Know:** Explain the function of questions within singular disciplines.
- **G.K12.2.1.3b: The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
- **G.K12.2.1.3c: The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
- **G.K12.2.1.3d: The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
- **G.K12.2.2.1a: Question Creation - Know:** Create questions that drive factual exploration within singular disciplines.
- **G.K12.2.2.1b: Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
- **G.K12.2.2.1c: Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
- **G.K12.2.2.1d: Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
- **G.K12.2.2.2a: Questions and Inquiry - Know:** Explain the kind of information questions seek.
- **G.K12.2.2.2b: Questions and Inquiry - Understand:** Explain how the questions limit and/or expand the nature of the exploration.
- **G.K12.2.2.2c: Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
- **G.K12.2.2.2d: Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
- **G.K12.2.3.1a: Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
- **G.K12.2.3.1b: Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
- **G.K12.2.3.1c: Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.

- **G.K12.2.3.1d: Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
- **G.K12.2.3.2a: Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
- **G.K12.2.3.2b: Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
- **G.K12.2.3.2c: Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
- **G.K12.2.3.2d: Questions Revised - Accomplish:** Refine questions as a general practice or characteristic of intellectual pursuit.
- **G.K12.3.1.1a: Cooperative Research - Know:** Participate in a cooperative group to solve problems and/or complete a research project.
- **G.K12.3.1.1b: Cooperative Research - Understand:** Demonstrate ethical leadership and/or teamwork within a research workgroup.
- **G.K12.3.1.1c: Cooperative Research - Perform:** Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
- **G.K12.3.1.1d: Cooperative Research - Accomplish:** Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
- **G.K12.3.1.2a: Scientific Method - Know:** Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
- **G.K12.3.1.2b: Scientific Method - Understand:** Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
- **G.K12.3.1.2c: Scientific Method - Perform:** Construct scientific research using proper protocol for scientific study.
- **G.K12.3.1.2d: Scientific Method - Accomplish:** Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
- **G.K12.3.1.3a: Research Tools - Know:** Recognize organizational tools used for research in a variety of fields.
- **G.K12.3.1.3b: Research Tools - Understand:** Use organizational strategies to generate ideas for research and/or creative products.
- **G.K12.3.1.3c: Research Tools - Perform:** Communicate results of research using the established organizational tools within a field of study.
- **G.K12.3.1.3d: Research Tools - Accomplish:** Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
- **G.K12.3.2.1a: Information in Multiple Contexts - Know:** Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
- **G.K12.3.2.1b: Information in Multiple Contexts - Understand:** Analyze the relevance and usefulness of information for the completion of a specific task.

- **G.K12.3.2.1c: Information in Multiple Contexts - Perform:** Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
- **G.K12.3.2.1d: Information in Multiple Contexts - Accomplish:** Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
- **G.K12.3.2.1e: Information in Multiple Contexts - Know:** Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
- **G.K12.3.2.1f: Information in Multiple Contexts - Understand:** Use appropriate accurate information for research and experimentation to create an original work.
- **G.K12.3.2.1g: Information in Multiple Contexts - Perform:** Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
- **G.K12.3.2.1h: Information in Multiple Contexts - Accomplish:** Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
- **G.K12.3.3.1a: Deductive and Inductive Reasoning - Know:** Demonstrate the ability to retrieve information from a reliable data base.
- **G.K12.3.3.1b: Deductive and Inductive Reasoning - Understand:** Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
- **G.K12.3.3.1c: Deductive and Inductive Reasoning - Perform:** Critique and defend statements of deductive and inductive reasoning.
- **G.K12.3.3.1d: Deductive and Inductive Reasoning - Accomplish:** Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
- **G.K12.3.3.1e: Deductive and Inductive Reasoning - Know:** Define deductive and inductive reasoning and distinguish the different thought processes each uses.
- **G.K12.3.3.1f: Deductive and Inductive Reasoning - Understand:** Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
- **G.K12.3.3.1g: Deductive and Inductive Reasoning - Perform:** Evaluate judgments made within the context of an argument.
- **G.K12.3.3.1h: Deductive and Inductive Reasoning - Accomplish:** Bring consistent use of different reasoning types to active study and research in a field.
- **G.K12.3.3.2a: Fact versus Opinion - Know:** Identify fact and opinion and recognizes the important implications for each.
- **G.K12.3.3.2b: Fact versus Opinion - Understand:** Juxtapose opinions and facts from multiple sources to support or validate conclusions.
- **G.K12.3.3.2c: Fact versus Opinion - Perform:** Analyze opinions and facts of experts within a research field.

- **G.K12.3.3.2d: Fact versus Opinion - Accomplish:** Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
- **G.K12.3.4.1a: Ethics - Know:** Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
- **G.K12.3.4.1b: Ethics - Understand:** Explain ethical standards in regard to intellectual effects on research outcomes.
- **G.K12.3.4.1c: Ethics - Perform:** Clarify and develop a personal ethic regarding critical research.
- **G.K12.3.4.1d: Ethics - Accomplish:** Analyze the use of ethical protocol as it pertains to real-world problems and concerns.
- **G.K12.4.1.1a: Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
- **G.K12.4.1.1b: Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
- **G.K12.4.1.1c: Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
- **G.K12.4.1.1d: Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
- **G.K12.4.1.2a: Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
- **G.K12.4.1.2b: Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
- **G.K12.4.1.2c: Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
- **G.K12.4.1.2d: Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
- **G.K12.4.1.3a: Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
- **G.K12.4.1.3b: Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
- **G.K12.4.1.3c: Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
- **G.K12.4.1.3d: Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
- **G.K12.4.1.4a: Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
- **G.K12.4.1.4b: Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
- **G.K12.4.1.4c: Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.

- **G.K12.4.1.4d: Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
- **G.K12.4.1.5a: Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
- **G.K12.4.1.5b: Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
- **G.K12.4.1.5c: Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
- **G.K12.4.1.5d: Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
- **G.K12.4.2.1d: Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
- **G.K12.4.2.2a: Forecasting Solutions - Know:** Identify patterns within related facts and information.
- **G.K12.4.2.2b: Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
- **G.K12.4.2.2c: Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
- **G.K12.4.2.2d: Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
- **G.K12.4.2.3a: Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
- **G.K12.4.2.3b: Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
- **G.K12.4.2.3c: Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
- **G.K12.4.2.3d: Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
- **G.K12.4.2.4a: Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
- **G.K12.4.2.4b: Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
- **G.K12.4.2.4c: Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
- **G.K12.4.2.4d: Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
- **G.K12.4.3.1a: Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
- **G.K12.4.3.1b: Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.

- **G.K12.4.3.1c: Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
- **G.K12.4.3.1d: Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
- **G.K12.4.3.2a: Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
- **G.K12.4.3.2b: Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
- **G.K12.4.3.2c: Creative Methodology - Perform:** Create original products using various inventive strategies.
- **G.K12.4.3.2d: Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
- **G.K12.4.3.2e: Creative Methodology - Know:** Identify a variety of problem solving methods.
- **G.K12.4.3.2f: Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
- **G.K12.4.3.2g: Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
- **G.K12.4.3.2h: Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
- **G.K12.4.3.3a: Communication - Know:** Identify stakeholders within a complex problem.
- **G.K12.4.3.3b: Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
- **G.K12.4.3.3c: Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
- **G.K12.4.3.3d: Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
- **G.K12.5.1.1a: Consensus Building - Know**: Recognize the essential need to respect the ideas, feelings, and abilities of others.
- **G.K12.5.1.1b: Consensus Building - Understand**: Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
- **G.K12.5.1.1c: Consensus Building - Perform**: Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
- **G.K12.5.1.1d: Consensus Building - Accomplish**: Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
- **G.K12.5.1.2a: Personal Qualities - Know**: Identify personal strengths and weaknesses that influence positive group dynamics.
- **G.K12.5.1.2b: Personal Qualities - Understand**: Recognize leadership patterns and behaviors that positively affect change in a group.

- **G.K12.5.1.2c: Personal Qualities - Perform**: Improve group performances through individual strengths and collaborative rules of courtesy and order.
- **G.K12.5.1.2d: Personal Qualities - Accomplish**: Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
- **G.K12.5.1.2e: Personal Qualities - Know**: Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
- **G.K12.5.1.2f: Personal Qualities - Understand**: Compare and contrast the personal and academic goals of self and others in order to build cohesion.
- **G.K12.5.1.2g: Personal Qualities - Perform**: Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
- **G.K12.5.1.2h: Personal Qualities - Accomplish**: Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
- **G.K12.5.1.3a: Conflict Resolution - Know**: Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
- **G.K12.5.1.3b: Conflict Resolution - Understand**: Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
- **G.K12.5.1.3c: Conflict Resolution - Perform**: Implement conflict management and resolution techniques to bring about positive change.
- **G.K12.5.1.3d: Conflict Resolution - Accomplish**: Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
- **G.K12.5.2.1a: Problem Solving - Know**: Identify characteristics that empower an individual to be a proficient, creative problem solver.
- **G.K12.5.2.1b: Problem Solving - Understand**: Recognize and emulate effective implementation of creative problem solving skills.
- **G.K12.5.2.1c: Problem Solving - Perform**: Simulate a creative problem solving encounter with a diverse group of individuals.
- **G.K12.5.2.1d: Problem Solving - Accomplish**: Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
- **G.K12.5.2.2a: Diversity - Know**: Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
- **G.K12.5.2.2b: Diversity - Understand**: Promote diversity in talents and intellectual abilities of each member of the group.
- **G.K12.5.2.2c: Diversity - Perform**: Display flexibility when incorporating individual beliefs and values toward goal attainment.
- **G.K12.5.2.2d: Diversity - Accomplish**: Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
- **G.K12.5.2.3a: Self-awareness - Know**: Identify personal attributes as areas of strength or weakness.

- **G.K12.5.2.3b: Self-awareness - Understand**: Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- **G.K12.5.2.3c: Self-awareness - Perform**: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- **G.K12.5.2.3d: Self-awareness - Accomplish**: Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
- **G.K12.5.3.1a: Group Dynamics - Know**: Adhere to the established rules of interaction in accepting and respecting consensus.
- **G.K12.5.3.1b: Group Dynamics - Understand**: Demonstrate the ability to convey to group members good decision making skills.
- **G.K12.5.3.1c: Group Dynamics - Perform**: Stimulate group discussion and decision making by asking appropriate questions.
- **G.K12.5.3.1d: Group Dynamics - Accomplish**: Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
- **G.K12.5.3.2a: Communication - Know**: Convey information, concepts, and ideas using appropriate and advanced techniques.
- **G.K12.5.3.2b: Communication - Understand**: Show an awareness of the experiences, needs, and concerns of others in the communication process.
- **G.K12.5.3.2c: Communication - Perform**: Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
- **G.K12.5.3.2d: Communication - Accomplish**: Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
- **G.K12.5.3.3a: Technology - Know**: Identify appropriate technology to achieve a project goal.
- **G.K12.5.3.3b: Technology - Understand**: Demonstrate the ability to propose new uses for current technology.
- **G.K12.5.3.3c: Technology - Perform**: Integrate information systems in the problem solving process.
- **G.K12.5.3.3d: Technology - Accomplish**: Use information systems to identify and analyze trends and events in order to forecast future implications.
- **G.K12.5.3.4a: Cooperative Learning - Know**: Recognize positive interdependence as a basic tenet.
- **G.K12.5.3.4b: Cooperative Learning - Understand**: Convey an understanding of the importance of group cohesiveness and pride.
- **G.K12.5.3.4c: Cooperative Learning - Perform**: Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
- **G.K12.5.3.4d: Cooperative Learning - Accomplish**: Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
- **G.K12.6.1.1a: Metacognition - Know**: Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.

- **G.K12.6.1.1b: Metacognition - Understand**: Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
- **G.K12.6.1.1c: Metacognition - Perform**: Recognize challenges and create goals for developing expertise in a field of study.
- **G.K12.6.1.1d: Metacognition - Accomplish**: Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
- **G.K12.6.1.2a: Learning Profile - Know**: Recognize the components of personal learning preferences.
- **G.K12.6.1.2b: Learning Profile - Understand**: Reflect on learning/work preferences to identify themes and changes over time.
- **G.K12.6.1.2c: Learning Profile - Perform**: Compare how components of learning preferences align with professionals in a field of study.
- **G.K12.6.1.2d: Learning Profile - Accomplish**: Use learning/work preferences to develop products in one or more disciplines.
- **G.K12.6.1.3a: Acceptance of Challenge - Know**: Recognize the need to accomplish tasks in areas of both strength and weakness.
- **G.K12.6.1.3b: Acceptance of Challenge - Understand**: Identify strategies and resources to overcome obstacles.
- **G.K12.6.1.3c: Acceptance of Challenge - Perform**: Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
- **G.K12.6.1.3d: Acceptance of Challenge - Accomplish**: Seek opportunities to try new experiences in areas of strengths and weaknesses.
- **G.K12.6.1.4a: Evaluation - Know**: Use evaluation of previous tasks to improve performance.
- **G.K12.6.1.4b: Evaluation - Understand**: Review progress toward accepting challenges in various areas.
- **G.K12.6.1.4c: Evaluation - Perform**: Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
- **G.K12.6.1.4d: Evaluation - Accomplish**: Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
- **G.K12.6.2.1a: Independence - Know**: Recognize the need to set goals for assigned tasks.
- **G.K12.6.2.1b: Independence - Understand**: Systematically approach setting and modifying goals with support from teachers and/or peers.
- **G.K12.6.2.1c: Independence - Perform**: Document failures as a learning tool and alter plans when appropriate.
- **G.K12.6.2.1d: Independence - Accomplish**: Incorporate a system of goal-setting as a lifelong learner.
- **G.K12.6.2.2a: Self-Motivation - Know**: Follow directions to complete a task.
- **G.K12.6.2.2b: Self-Motivation - Understand**: Take initiative to complete tasks.
- **G.K12.6.2.2c: Self-Motivation - Perform**: Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.

- **G.K12.6.2.2d: Self-Motivation - Accomplish**: Strive for professional quality in self-selected projects and performances.
- **G.K12.6.2.3a: Priority - Know**: Identify a number of long and short-term goals and distinguishes between them.
- **G.K12.6.2.3b: Priority - Understand**: Prioritize goals by importance, time, resources, and sustainability.
- **G.K12.6.2.3c: Priority - Perform**: Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
- **G.K12.6.2.3d: Priority - Accomplish**: Exercise visionary thinking and focus on the future to adjust and readjust goals.
- **G.K12.6.2.4a: Critical Reflection - Know**: Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
- **G.K12.6.2.4b: Critical Reflection - Understand**: Analyze assumptions in relation to specific historical and cultural context.
- **G.K12.6.2.4c: Critical Reflection - Perform**: Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
- **G.K12.6.2.4d: Critical Reflection - Accomplish**: Question patterns of action to establish truth or viability of a proposition or action.
- **G.K12.6.3.1a: Communication - Know**: Communicate recognition of personal growth in areas of weakness and areas of strength.
- **G.K12.6.3.1b: Communication - Understand**: Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
- **G.K12.6.3.1c: Communication - Perform**: Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
- **G.K12.6.3.1d: Communication - Accomplish**: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
- **G.K12.6.3.2a: Talent Development - Know**: Identify stages of talent development within a body of content.
- **G.K12.6.3.2b: Talent Development - Understand**: Evaluate personal levels of achievement and align them with levels of talent development.
- **G.K12.6.3.2c: Talent Development - Perform**: Produce high-quality products and performances that advance through a field’s level of talent development.
- **G.K12.6.3.2d: Talent Development - Accomplish**: Develop products and performances of professional quality through individual strengths in relationship to fields of study.
- **G.K12.6.3.3a: Action Plan Components - Know**: Demonstrate knowledge of steps toward goal achievement.
- **G.K12.6.3.3b: Action Plan Components - Understand**: Develop goals and objectives that are realistic and systematic.
- **G.K12.6.3.3c: Action Plan Components - Perform**: Action plans include appropriate allocation of time, money, materials, and other resources.

- **G.K12.6.3.3d: Action Plan Components - Accomplish**: Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
- **G.K12.6.3.4a: Social Context - Know**: Recognize how goals of self and others interconnect.
- **G.K12.6.3.4b: Social Context - Understand**: Establish goals for self that acknowledge goals of peers and others.
- **G.K12.6.3.4c: Social Context - Perform**: Assume responsibility for developing and managing goals that contribute to personal and group attainment.
- **G.K12.6.3.4d: Social Context - Accomplish**: Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
- **G.K12.7.1.1a: Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
- **G.K12.7.1.1b: Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
- **G.K12.7.1.1c: Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
- **G.K12.7.1.1d: Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
- **G.K12.7.1.2a: Communication - Know**: Prepare and execute practiced performance to communicate ideas.
- **G.K12.7.1.2b: Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
- **G.K12.7.1.2c: Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
- **G.K12.7.1.2d: Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
- **G.K12.7.1.3a: Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
- **G.K12.7.1.3b: Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
- **G.K12.7.1.3c: Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
- **G.K12.7.1.3d: Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
- **G.K12.7.1.4a: Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
- **G.K12.7.1.4b: Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
- **G.K12.7.1.4c: Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.

- **G.K12.7.1.4d: Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
- **G.K12.7.2.1a: Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
- **G.K12.7.2.1b: Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
- **G.K12.7.2.1c: Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
- **G.K12.7.2.1d: Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
- **G.K12.7.2.2a: Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
- **G.K12.7.2.2b: Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
- **G.K12.7.2.2c: Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
- **G.K12.7.2.3a: Praxis - Know**: Generate multiple solutions to a given problem.
- **G.K12.7.2.3b: Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
- **G.K12.7.2.3c: Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
- **G.K12.7.2.3d: Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
- **ELA.K12.EE.1.1:** Cite evidence to explain and justify reasoning.

  Clarifications:
  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

  6-8 Students continue with previous skills and use a style guide to create a proper citation.

  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

- **ELA.K12.EE.2.1:** Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

- **ELA.K12.EE.3.1:** Make inferences to support comprehension.

  Clarifications:
  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

- **ELA.K12.EE.4.1:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

  Clarifications:
  In kindergarten, students learn to listen to one another respectfully.

  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

- **ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work.

  Clarifications:
  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

- **ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

  Clarifications:
  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

- **MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.**

  Mathematicians who participate in effortful learning both individually and with others:

  - Analyze the problem in a way that makes sense given the task.
  - Ask questions that will help with solving the task.
  - Build perseverance by modifying methods as needed while solving a challenging task.
  - Stay engaged and maintain a positive mindset when working to solve tasks.
  - Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

- **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.**

  Mathematicians who demonstrate understanding by representing problems in multiple ways:

  - Build understanding through modeling and using manipulatives.
  - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
  - Progress from modeling problems with objects and drawings to using algorithms and equations.
  - Express connections between concepts and representations.
  - Choose a representation based on the given context or purpose.

  Clarifications:
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

- **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.**

  Mathematicians who complete tasks with mathematical fluency:

  - Select efficient and appropriate methods for solving problems within the given context.
  - Maintain flexibility and accuracy while performing procedures and mental calculations.
  - Complete tasks accurately and with confidence.
  - Adapt procedures to apply them to a new context.
  - Use feedback to improve efficiency when performing calculations.

  Clarifications:
  Teachers who encourage students to complete tasks with mathematical fluency:

  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

- **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.**

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

- **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.**

  Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

  - Focus on relevant details within a problem.
  - Create plans and procedures to logically order events, steps or ideas to solve problems.
  - Decompose a complex problem into manageable parts.
  - Relate previously learned concepts to new concepts.
  - Look for similarities among problems.
  - Connect solutions of problems to more complicated large-scale situations.

  Clarifications:
  Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

  - Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
  - Support students to develop generalizations based on the similarities found among problems.
  - Provide opportunities for students to create plans and procedures to solve problems.
  - Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

- **MA.K12.MTR.6.1: Assess the reasonableness of solutions.**

  Mathematicians who assess the reasonableness of solutions:

  - Estimate to discover possible solutions.
  - Use benchmark quantities to determine if a solution makes sense.

- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students’ experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each K-5 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following
link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

Version Requirements

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).

Special Note: As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

General Information

Course Number: 7755040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics-General >

Abbreviated Title: ADV ACAD: K-5 GIFTED

Course Length: Year (Y)

Course Status: Draft - Course Pending Approval

Educator Certifications

- Gifted Endorsement

Qualifications

Teacher must have academic subject area coverage in addition to the Gifted Endorsement.

Unique Skills: PK-5 (#7763010)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.1.5:** Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
- **SP.PK12.US.1.6:** Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
- **SP.PK12.US.1.1a:** Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
- **SP.PK12.US.1.2a:** Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
- **SP.PK12.US.1.3a:** Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
- **SP.PK12.US.1.3b:** Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
- **SP.PK12.US.1.3c:** Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
- **SP.PK12.US.1.4a:** Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
- **SP.PK12.US.2.3:** Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
- **SP.PK12.US.2.1a:** Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
- **SP.PK12.US.2.2a:** Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
- **SP.PK12.US.3.5:** Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
- **SP.PK12.US.3.1a:** Apply skills and strategies to solve personal and school problems.
- **SP.PK12.US.3.2a:** Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

- **SP.PK12.US.4.3:** Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
- **SP.PK12.US.4.4:** Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
- **SP.PK12.US.5.1:** Use speech that can be understood by adults and peers.
- **SP.PK12.US.5.2:** Communicate messages and ideas clearly and effectively in a variety of situations.
- **SP.PK12.US.5.3:** Answer different types of questions, such as yes/no, open ended, and "wh" questions.
- **SP.PK12.US.5.4:** Express ideas in complete sentences using correct parts of speech.
- **SP.PK12.US.5.5:** Retell and summarize a story or event.
- **SP.PK12.US.5.6:** Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
- **SP.PK12.US.5.7:** Clarify and explain words and ideas.
- **SP.PK12.US.5.8:** Participate effectively in small and large group discussions.
- **SP.PK12.US.5.9:** Recognize and repair communication breakdowns.
- **SP.PK12.US.6.1:** Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
- **SP.PK12.US.6.2:** Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
- **SP.PK12.US.6.3:** Initiate and participate in conversations with adults and peers.
- **SP.PK12.US.7.1:** Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
- **SP.PK12.US.7.2:** Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
- **SP.PK12.US.7.3:** Identify and use basic maintenance procedures needed by own communication system.
- **SP.PK12.US.7.4:** Identify needs and request assistance with own communication system.
- **SP.PK12.US.8.1:** Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
- **SP.PK12.US.8.2:** Manage own clothing, such as dressing and selecting clothing items.
- **SP.PK12.US.8.3:** Perform positive health practices, including preventative health care and fitness.
- **SP.PK12.US.8.4:** Communicate need for medical assistance, such as indicating an illness or injury.

- **SP.PK12.US.8.5:** Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
- **SP.PK12.US.8.6:** Demonstrate skills required for eating, such as using common utensils and opening packages.
- **SP.PK12.US.8.7:** Select food based on available options, preference, and nutritional value.
- **SP.PK12.US.8.8:** Follow safety procedures and routines for preparing food.
- **SP.PK12.US.8.9:** Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
- **SP.PK12.US.8.11a:** Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
- **SP.PK12.US.9.1:** Participate in individual and group recreation/leisure activities.
- **SP.PK12.US.9.4:** Apply acceptable eating and social skills when dining in a variety of establishments or settings.
- **SP.PK12.US.9.6:** Demonstrate how to use technological tools to access services and commodities in the community.
- **SP.PK12.US.9.2a:** Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
- **SP.PK12.US.9.3a:** Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
- **SP.PK12.US.9.5a:** Identify and follow rules when using transportation in the community.
- **SP.PK12.US.10.3:** Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
- **SP.PK12.US.10.1a:** Complete routines and tasks according to instructions and expectations.
- **SP.PK12.US.10.2a:** Sequence two or more tasks to complete activities.
- **SP.PK12.US.11.1:** Use tools and/or assistive technology to complete daily routines and tasks.
- **SP.PK12.US.11.2:** Follow rules and procedures across a variety of settings.
- **SP.PK12.US.11.3:** Use materials for their intended purposes.
- **SP.PK12.US.11.4:** Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
- **SP.PK12.US.12.1:** Identify personal body parts and analyze location relative to self and the environment.
- **SP.PK12.US.12.2:** Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
- **SP.PK12.US.12.3:** Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student’s developmental level.
- **SP.PK12.US.13.1:** Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
- **SP.PK12.US.13.2:** Distinguish between permanent and transitory items in the environment.

- **SP.PK12.US.13.3:** Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
- **SP.PK12.US.13.4:** Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
- **SP.PK12.US.13.5:** Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
- **SP.PK12.US.14.1:** Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
- **SP.PK12.US.15.1:** Perform independent travel skills using landmarks and cues.
- **SP.PK12.US.15.2:** Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
- **SP.PK12.US.15.3:** Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
- **SP.PK12.US.16.1:** Use spatial awareness skills and cardinal directions to orient oneself in the environment.
- **SP.PK12.US.17.1:** Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
- **SP.PK12.US.18.1:** Respond appropriately to offers of assistance when traveling.
- **SP.PK12.US.18.2:** Solicit necessary assistance when traveling.
- **SP.PK12.US.18.3:** Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
- **SP.PK12.US.18.4:** Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
- **SP.PK12.US.19.3:** Express a range of personal emotions and feelings in a socially acceptable manner.
- **SP.PK12.US.19.4:** Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
- **SP.PK12.US.19.6:** Self-advocate for personal needs in a socially appropriate manner.
- **SP.PK12.US.19.1a:** Identify personal emotions and feelings.
- **SP.PK12.US.19.2a:** Identify personal strengths and areas of need.
- **SP.PK12.US.19.5a:** Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
- **SP.PK12.US.19.7a:** Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
- **SP.PK12.US.20.1:** Identify a range of emotions and feelings of others.
- **SP.PK12.US.20.2:** Respond in a socially appropriate manner to emotions and feelings of others.
- **SP.PK12.US.20.3:** Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.

- **SP.PK12.US.20.4:** Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
- **SP.PK12.US.20.5:** Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
- **SP.PK12.US.20.6:** Work cooperatively in small groups to achieve common outcomes.
- **SP.PK12.US.20.7a:** Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
- **SP.PK12.US.21.1:** Maintain appropriate behavior by following rules in classroom and school settings.
- **SP.PK12.US.21.3:** Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
- **SP.PK12.US.21.4:** Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
- **SP.PK12.US.21.5:** Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
- **SP.PK12.US.21.2a:** Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
- **SP.PK12.US.22.1:** Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763010

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: U SKLS: PK-5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Speech and Auditory Training: PK-5 (#7763020)

Version: 2025 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.SA.1.1:** Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
- **SP.PK12.SA.2.1:** Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
- **SP.PK12.SA.3.1:** Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
- **SP.PK12.SA.5.1:** Maintain (clean, care for, and troubleshoot) personal listening device.
- **SP.PK12.SA.5.2:** Advocate for appropriate accommodations to compensate for deafness or hearing loss.
- **SP.PK12.SA.6.1:** Demonstrate awareness of speech and nonspeech sounds.
- **SP.PK12.SA.7.1:** Listen to, retrieve, and imitate speech and spoken language.
- **SP.PK12.SA.8.1:** Indicate similarities and differences between two or more sounds or spoken words.
- **SP.PK12.SA.9.1:** When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.
- **SP.PK12.SA.10.1:** Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).

Course Information

General Notes

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard

should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763020

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: SPEECH AUD: PK-5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Speech Language Pathologist**

- **Speech Language Pathologist Assistant***

*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

Speech Therapy: PK-5 (#7763030)

Version: 2015 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.TP.8.1:** Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
- **SP.PK12.TP.9.1:** Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
- **SP.PK12.TP.10.1:** Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

PURPOSE
The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

NOTES
This course is designed for students with disabilities whose IEP indicates the need for speech therapy, either as an exceptional student education program or related service.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763030

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

Abbreviated Title: SPEECH THRPY: PK-5

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Speech Correction (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Speech Language Pathologist**

- **Speech Language Pathologist Assistant***

*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

Language Therapy: PK-5 (#7763040)

Version: 2015 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.TP.1.1:** Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
- **SP.PK12.TP.2.1:** Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
- **SP.PK12.TP.3.1:** Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
- **SP.PK12.TP.4.1:** Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
- **SP.PK12.TP.5.1:** Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
- **SP.PK12.TP.6.1:** Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

PURPOSE
The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

NOTES
This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the

school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763040

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

Abbreviated Title: LANG THRPY: PK-5

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Speech Correction (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Speech Language Pathologist**
- **Speech Language Pathologist Assistant***

*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

Occupational Therapy: PK-5 (#7763050)

Version: 2025 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **SP.PK12.TP.7.1:** Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.

Course Information

General Notes

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763050

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

Abbreviated Title: OCCU THRPY: PK-5

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Occupational Therapy Assistant (Career & Technical)

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Occupational Therapist**
- **Licensed Occupational Therapy Assistant**

Orientation and Mobility: PK-5 (#7763060)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.12.1:** Identify personal body parts and analyze location relative to self and the environment.
- **SP.PK12.US.12.2:** Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
- **SP.PK12.US.12.3:** Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
- **SP.PK12.US.13.1:** Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
- **SP.PK12.US.13.2:** Distinguish between permanent and transitory items in the environment.
- **SP.PK12.US.13.3:** Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
- **SP.PK12.US.13.4:** Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
- **SP.PK12.US.13.5:** Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
- **SP.PK12.US.14.1:** Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
- **SP.PK12.US.15.1:** Perform independent travel skills using landmarks and cues.
- **SP.PK12.US.15.2:** Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
- **SP.PK12.US.15.3:** Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
- **SP.PK12.US.16.1:** Use spatial awareness skills and cardinal directions to orient oneself in the environment.
- **SP.PK12.US.17.1:** Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
- **SP.PK12.US.18.1:** Respond appropriately to offers of assistance when traveling.
- **SP.PK12.US.18.2:** Solicit necessary assistance when traveling.
- **SP.PK12.US.18.4:** Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to provide students with visual impairments (VI) or dual sensory impairments (DSI) instruction in safe, efficient and independent travel techniques within the home, school, and community environments. The course is designed to promote the achievement of annual goals based on assessed needs within the student's individual educational plan (IEP).

Placement in this course is determined by an assessment performed by an orientation and mobility instructor. This course is for students with VI or DSI whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment or dual sensory impairment affects students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

A student may repeat this course. The particular course requirements that the student should master each year must be determined by the IEP team through the review of present levels and needs, development of annual goals, and progress monitoring of goal mastery.

This course may be delivered across the continuum of service settings, including general education environments and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. Activities may be arranged to extend beyond scheduled school hours.

Version Requirements

VISU IMPRD 6/ORIEN MOBL E

Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

General Information

Course Number: 7763060

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: ORIEN MOBLTY: PK-5

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Visually Impaired (Elementary and Secondary Grades K-12) **Plus** Orientation and Mobility Endorsement

Qualifications

VISU IMPRD 6/ORIEN MOBL E

Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

Physical Therapy: PK-5 (#7763070)

Version: 2015 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.
- **SP.PK12.TP.7.1:** Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.

Course Information

General Notes

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan or educational plan to benefit from specially designed instruction.

This course is designed for students with disabilities whose individual educational plan or educational plan indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a Licensed Physical Therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763070

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Therapy >

Abbreviated Title: PHY THRPY: PK-5

Course Length: Not Applicable

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Qualifications

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

- **Licensed Physical Therapist**
- **Licensed Physical Therapy Assistant**

Expanded Core Competencies: PK–5 (#7763080)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.VI.1.1:** Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
- **SP.PK12.VI.1.2:** Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
- **SP.PK12.VI.1.3:** Maintain a personal time management and organizational system for academic studies.
- **SP.PK12.VI.1.4:** Perform fine motor tasks, such as handwriting/signature writing.
- **SP.PK12.VI.1.5:** Use tactile discrimination skills to interpret objects, symbols, and graphics.
- **SP.PK12.VI.1.6:** Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
- **SP.PK12.VI.1.7:** Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
- **SP.PK12.VI.2.1:** Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.2.2:** Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
- **SP.PK12.VI.2.3:** Participate effectively in group activities, such as cooperative learning and extracurricular activities.
- **SP.PK12.VI.2.4:** Identify aspects of human growth and development appropriate for the student’s developmental level.
- **SP.PK12.VI.2.5:** Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
- **SP.PK12.VI.3.2:** Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
- **SP.PK12.VI.4.2:** Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
- **SP.PK12.VI.4.3:** Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
- **SP.PK12.VI.5.1:** Identify personal body parts and analyze their location relative to self and the environment.
- **SP.PK12.VI.5.2:** Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.

- **SP.PK12.VI.5.3:** Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.
- **SP.PK12.VI.5.4:** Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
- **SP.PK12.VI.5.5:** Distinguish between permanent and transitory items in the environment.
- **SP.PK12.VI.5.6:** Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
- **SP.PK12.VI.5.7:** Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
- **SP.PK12.VI.6.2:** Navigate and manipulate the presentation format of auditory resources as needed.
- **SP.PK12.VI.7.4:** Explain possible coping strategies for managing stressors.
- **SP.PK12.VI.7.5:** Describe goals in self-advocating using appropriate communication and assertiveness.
- **SP.PK12.VI.7.1a:** Explain own visual impairment.
- **SP.PK12.VI.7.2a:** Identify personal likes and dislikes.
- **SP.PK12.VI.7.3a:** Identify personal strengths, competencies, and challenges.
- **SP.PK12.VI.8.1:** Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
- **SP.PK12.VI.8.2:** Respond to and summarize instructional level information presented in an auditory format.
- **SP.PK12.VI.9.1:** Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.3:** Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.4:** Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.6:** Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.9:** Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.5a:** Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.7a:** Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
- **SP.PK12.VI.9.8a:** Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with visual impairments (VI) or dual sensory impairments (DSI) to apply concepts, knowledge, and skills in the educational, home, and community environments. This course is designed to promote the achievement of annual goals based on assessed needs within the student's individual educational plan (IEP).

This course is for students with VI or DSI who need specially designed instruction to address the unique needs that result from their visual disability. The presence of a visual impairment often requires explicit teaching to address the impact of vision loss on incidental learning as well as access to all environments and curriculum.

A student may repeat this course. The particular course requirements that the student should master each year must be determined by the IEP team through the review of present levels and needs, development of annual goals, and progress monitoring of goal mastery.

This course may be delivered across the continuum of service settings, including general education environments and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills based on the assessed need, students may also be enrolled in an Orientation and Mobility Skills Course.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/la.pdf.

General Information

Course Number: 7763080

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: EXP CORE COMPET: K-5

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Visually Impaired (Elementary and Secondary Grades K-12)

Expanded Skills: PK-5 (#7763090)

Version: 2025 - And Beyond (current)

The purpose of this course is to enable students who are deaf and hard of hearing (DHH) and dual sensory impaired (DSI) to apply concepts, knowledge, and skills related to the unique and highly-specialized needs of students who are DHH or DSI in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are DHH or DSI and need specially designed instruction to address the unique and highly-specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching of missed information due to lack of access to auditory information, such as information gained through incidental learning.

A student may repeat this course. The particular course requirements that the student should master each year must be determined by the IEP team through the review of present levels and needs, development of annual goals, and progress monitoring of goal mastery.

Delivery of this course is setting neutral across the continuum of services including delivery in general education environments as well as more restrictive placements . Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students who are DHH or DSI. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.DH.1.1a:** Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
- **SP.PK12.DH.1.2a:** Identify contributions of past and present figures of the Deaf community.
- **SP.PK12.DH.1.3a:** Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
- **SP.PK12.DH.1.4a:** Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
- **SP.PK12.DH.2.1:** Identify steps to complete school assignments and tasks according to directions.
- **SP.PK12.DH.2.2:** Maintain a time management and organizational system for academic studies.
- **SP.PK12.DH.2.5:** Request clarification of school assignments from teachers, family, and peers, when needed.
- **SP.PK12.DH.2.3a:** Identify previously learned academic vocabulary, skill, or content in new skills and concepts.

- **SP.PK12.DH.2.4a:** Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
- **SP.PK12.DH.3.2:** Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
- **SP.PK12.DH.3.4:** Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
- **SP.PK12.DH.3.1a:** Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
- **SP.PK12.DH.3.3a:** Identify the basic information on an audiogram.
- **SP.PK12.DH.3.5a:** State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
- **SP.PK12.DH.3.6a:** Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.
- **SP.PK12.DH.3.7a:** Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
- **SP.PK12.DH.4.1:** Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
- **SP.PK12.DH.4.2:** Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
- **SP.PK12.DH.4.3:** Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
- **SP.PK12.DH.4.4:** Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
- **SP.PK12.DH.4.5:** Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
- **SP.PK12.DH.4.6:** Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
- **SP.PK12.DH.5.1:** Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
- **SP.PK12.DH.5.3:** Use appropriate behavior in response to situational demands and modify behavior as needed.
- **SP.PK12.DH.5.5:** Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.

- **SP.PK12.DH.5.2a:** Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
- **SP.PK12.DH.5.4a:** Communicate with others in ways appropriate for the relationship, such as friends and family.
- **SP.PK12.DH.6.5:** Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
- **SP.PK12.DH.6.1a:** Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
- **SP.PK12.DH.6.2a:** Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
- **SP.PK12.DH.6.3a:** Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
- **SP.PK12.DH.6.4a:** Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading, and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting in conjunction with accessibility considerations necessary as a result of lack of access to communication. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences, and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763090

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: EXP SKLS: PK-5

Course Length: Year (Y)

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Unique Skills Independent Function: PK-5 (#7763100)

Version: 2023 - And Beyond (current)

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.8.1:** Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
- **SP.PK12.US.8.2:** Manage own clothing, such as dressing and selecting clothing items.
- **SP.PK12.US.8.4:** Communicate need for medical assistance, such as indicating an illness or injury.
- **SP.PK12.US.8.5:** Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
- **SP.PK12.US.8.6:** Demonstrate skills required for eating, such as using common utensils and opening packages.
- **SP.PK12.US.8.7:** Select food based on available options, preference, and nutritional value.
- **SP.PK12.US.8.8:** Follow safety procedures and routines for preparing food.
- **SP.PK12.US.8.9:** Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
- **SP.PK12.US.8.10:** Recognize and convey personal information, including determining when to keep such information confidential.
- **SP.PK12.US.8.11a:** Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
- **SP.PK12.US.9.1:** Participate in individual and group recreation/leisure activities.

- **SP.PK12.US.9.4:** Apply acceptable eating and social skills when dining in a variety of establishments or settings.
- **SP.PK12.US.9.6:** Demonstrate how to use technological tools to access services and commodities in the community.
- **SP.PK12.US.9.2a:** Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
- **SP.PK12.US.9.3a:** Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
- **SP.PK12.US.9.5a:** Identify and follow rules when using transportation in the community.
- **SP.PK12.US.10.3:** Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
- **SP.PK12.US.10.1a:** Complete routines and tasks according to instructions and expectations.
- **SP.PK12.US.10.2a:** Sequence two or more tasks to complete activities.
- **SP.PK12.US.11.1:** Use tools and/or assistive technology to complete daily routines and tasks.
- **SP.PK12.US.11.2:** Follow rules and procedures across a variety of settings.
- **SP.PK12.US.11.3:** Use materials for their intended purposes.
- **SP.PK12.US.11.4:** Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763100

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: U SKLS IND FUNC:PK-5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved
Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Unique Skills: Curriculum and Learning: PK–5 (#7763110)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.1.5:** Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
- **SP.PK12.US.1.1a:** Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
- **SP.PK12.US.1.1b:** Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
- **SP.PK12.US.1.2a:** Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
- **SP.PK12.US.1.2b:** Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
- **SP.PK12.US.1.3a:** Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
- **SP.PK12.US.1.3b:** Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
- **SP.PK12.US.1.4a:** Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
- **SP.PK12.US.2.3:** Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
- **SP.PK12.US.2.1a:** Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
- **SP.PK12.US.2.2a:** Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
- **SP.PK12.US.3.4:** Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.

- **SP.PK12.US.3.5:** Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
- **SP.PK12.US.3.6:** Use effective time management and organization skills and strategies to complete class and work assignments.
- **SP.PK12.US.3.1a:** Apply skills and strategies to solve personal and school problems.
- **SP.PK12.US.3.2a:** Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
- **SP.PK12.US.3.3a:** Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763110

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: U SKLS CURR&LRN:PK-5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)

Unique Skills Communication: PK–5 (#7763120)

Version: 2023 - And Beyond (current)

Course Standards

Visit the specific benchmark webpage to find related instructional resources.

- **SP.PK12.US.4.3:** Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
- **SP.PK12.US.4.4:** Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
- **SP.PK12.US.5.1:** Use speech that can be understood by adults and peers.
- **SP.PK12.US.5.2:** Communicate messages and ideas clearly and effectively in a variety of situations.
- **SP.PK12.US.5.3:** Answer different types of questions, such as yes/no, open ended, and "wh" questions.
- **SP.PK12.US.5.4:** Express ideas in complete sentences using correct parts of speech.
- **SP.PK12.US.5.5:** Retell and summarize a story or event.
- **SP.PK12.US.5.6:** Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
- **SP.PK12.US.5.7:** Clarify and explain words and ideas.
- **SP.PK12.US.5.8:** Participate effectively in small and large group discussions.
- **SP.PK12.US.5.9:** Recognize and repair communication breakdowns.
- **SP.PK12.US.6.1:** Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
- **SP.PK12.US.6.2:** Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
- **SP.PK12.US.6.3:** Initiate and participate in conversations with adults and peers.
- **SP.PK12.US.7.1:** Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
- **SP.PK12.US.7.2:** Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
- **SP.PK12.US.7.3:** Identify and use basic maintenance procedures needed by own communication system.
- **SP.PK12.US.7.4:** Identify needs and request assistance with own communication system.
- **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

Course Information

General Notes

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

General Information

Course Number: 7763120

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Special Courses >

Abbreviated Title: U SKLS COMMUNIC:PK-5

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Status: Course Approved

Grade Level(s): K,1,2,3,4,5,PreK

Educator Certifications

- Varying Exceptionalities (Elementary and Secondary Grades K-12)
- Speech Correction (Elementary and Secondary Grades K-12)
- Exceptional Student Education (Elementary and Secondary Grades K-12)
- Occupational Therapy (Elementary and Secondary Grades K-12)
- Specific Learning Disabilities (Elementary and Secondary Grades K-12)
- Speech Language Impaired Associate (Elementary and Secondary Grades K-12)
- Emotionally Handicapped (Elementary and Secondary Grades K-12)
- Hearing Impaired (Grades K-12)
- Mentally Handicapped (Elementary and Secondary Grades K-12)
- Visually Impaired (Elementary and Secondary Grades K-12)
- Speech Language Impaired (Elementary and Secondary Grades K-12)
- Deaf or Hard of Hearing (Elementary and Secondary Grades K-12)