

Course Number: 7701010

Course Title: Art: K - 5

Course Section: Exceptional Student Education – Subject Area

Abbreviated Title: Art K - 5

Course Length: Year

Course Status: DRAFT

GRADE: K

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
VA.K.C.1.1	Create and share personal works of art with others.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.C.1.In.a	Create personal works of art.
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Supported

VA.K.C.1.Su.a	Explore images and media for artwork.
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Participatory

VA.K.C.1.Pa.a	Attend to images and media for artwork.
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Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
VA.K.C.2.1	Describe personal choices made in the creation of artwork.
VA.K.C.2.2	Identify media used by self or peers.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.C.2.In.a	Create personal works of art.
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Supported

VA.K.C.2.Su.a	Explore images and media for artwork.
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Participatory

VA.K.C.2.Pa.a	Attend to images and media for artwork.
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Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
VA.K.S.1.1	Explore art processes and media to produce artworks.
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.S.1.In.a	Recognize basic art processes and media.
VA.K.S.1.In.b	Create artwork that communicates awareness of self.

Supported

VA.K.S.1.Su.a	Explore basic art processes and media.
VA.K.S.1.Su.b	Explore ideas and images for artwork.

Participatory

VA.K.S.1.Pa.a	Attend to basic art processes and media.
VA.K.S.1.Pa.b	Attend to images for artwork.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
VA.K.S.3.1	Develop artistic skills through the repeated use of tools, processes, and media.
VA.K.S.3.2	Practice skills to develop craftsmanship.
VA.K.S.3.3	Handle art tools and media safely in the art room.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.S.3.In.a	Explore a variety of visual art tools and media.
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Supported

VA.K.S.3.Su.a	Explore a variety of visual art media.
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Participatory

VA.K.S.3.Pa.a	Attend to a variety of visual art media.
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Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK
VA.K.O.1.1	Explore the placement of the structural elements of art in personal works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.O.1.In.a	Explore basic structural elements of art.
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Supported

VA.K.O.1.Su.a	Explore a variety of visual art.
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Participatory

VA.K.O.1.Pa.a	Attend to a variety of visual art.
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Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK
VA.K.O.2.1	Generate ideas and images for artworks based on memory, imagination, and experiences.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.O.2.In.a	Generate ideas and images for artwork that communicate awareness of self.
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Supported

VA.K.O.2.Su.a	Explore ideas and images for artwork.
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Participatory

VA.K.O.2.Pa.a	Attend to images for artwork.
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Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK
VA.K.O.3.1	Create works of art to document experiences of self and community.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.O.3.In.a	Recognize and use structural elements of art.
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Supported

VA.K.O.3.Su.a	Explore basic structural elements of art.
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Participatory

VA.K.O.3.Pa.a	Attend to basic structural elements of art.
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Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK
VA.K.H.1.1	Describe art from selected cultures and places.
VA.K.H.1.2	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3	Explain how art-making can help people express ideas and feelings.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.H.1.In.a	Respond to visual art from selected cultures and places.
VA.K.H.1.In.b	Demonstrate awareness of appropriate audience etiquette.
VA.K.H.1.In.c	Respond to a variety of visual art.

Supported

VA.K.H.1.Su.a	Explore visual art from selected cultures and places.
VA.K.H.1.Su.b	Attend respectfully to artwork of others.
VA.K.H.1.Su.c	Explore a variety of visual art.

Participatory

VA.K.H.1.Pa.a
VA.K.H.1.Pa.b

Attend to visual art in activities and environments.
Attend respectfully to the artwork of others.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE

VA.K.H.2.1
VA.K.H.2.2
VA.K.H.2.3

BENCHMARK

Compare selected artworks from various cultures to find differences and similarities.
Explore everyday objects that have been designed and created by artists.
Describe where artwork is displayed in school or other places.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.H.2.In.a
VA.K.H.2.In.b

Respond to the visual art of diverse cultures and historical periods.
Explore visual art in common activities and environments.

Supported

VA.K.H.2.Su.a
VA.K.H.2.Su.b

Explore the visual art of diverse cultures and historical periods.
Attend to visual art in common activities and environments.

Participatory

VA.K.H.2.Pa.a
VA.K.H.2.Pa.b

Attend to visual art in activities and environments.
Attend to a variety of visual art.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE

VA.K.H.3.1

BENCHMARK

Express ideas related to non-art content areas through personal artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.H.3.In.a

Explore different representations of familiar themes in visual art.

Supported

VA.K.H.3.Su.a

Respond to visual art representations of familiar themes.

Participatory

VA.K.H.3.Pa.a

Attend to visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE

VA.K.F.1.1
VA.K.F.1.2

BENCHMARK

Experiment with art media for personal satisfaction and perceptual awareness.
Identify real and imaginary subject matter in works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.F.1.In.a Explore visual art tools and media.
VA.K.F.1.In.b Re-create basic shapes.

Supported

VA.K.F.1.Su.a Explore visual art media.
VA.K.F.1.Su.b Explore basic shapes.

Participatory

VA.K.F.1.Pa.a Explore sensory stimulation related to visual art.
VA.K.F.1.Pa.b Attend to basic shapes.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE

VA.K.F.2.1

BENCHMARK

Describe where art ideas or products can be found in stores.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.K.F.2.In.a Recognize visual art in the environment.

Supported

VA.K.F.2.Su.a Attend to visual art in the environment.

Participatory

VA.K.F.2.Pa.a Attend to sensory stimulation related to visual art.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE

VA.K.F.3.1

BENCHMARK

Create artwork that communicates an awareness of self as part of the community.

Access Point for Students with Significant Cognitive Disabilities

Independent Supported Participatory

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.

GRADE: 1

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
VA.1.C.1.1	Create and discuss works of art that convey personal interests.
VA.1.C.1.2	Gather clues to help interpret and reflect on works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.C.1.In.a Create visual imagery and symbols to convey personal interests.

Supported

VA.1.C.1.Su.a Explore visual or tactile imagery and symbols that convey personal interest.

Participatory

VA.1.C.1.Pa.a Attend to visual or tactile imagery and symbols that convey personal interest.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problemsolving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
VA.1.C.2.1	Describe visual imagery used to complete artwork.
VA.1.C.2.2	Use various media or techniques to learn how changes affect the completed artwork.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.C.2.In.a Create visual imagery and symbols to complete artwork.
VA.1.C.2.In.b Use various media or techniques to create artwork.

Supported

VA.1.C.2.Su.a Explore visual imagery and symbols in artwork.
VA.1.C.2.Su.b Explore various media or techniques used to create artwork.

Participatory

VA.1.C.2.Pa.a Attend to visual or tactile imagery and symbols in artwork.
VA.1.C.2.Pa.b Attend to various media or techniques used to create artwork.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK
VA.1.C.3.1	Identify vocabulary that is used in both visual art and other contexts.
VA.1.C.3.2	Distinguish between artwork, utilitarian objects, and objects from nature.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.C.3.In.a Recognize selected vocabulary common to art and other contexts.
VA.1.C.3.In.b Identify the purposes of selected artworks and utilitarian objects.

Supported

VA.1.C.3.Su.a
VA.1.C.3.Su.b

Respond to selected vocabulary common to art and other contexts.
Recognize the function of selected artworks or utilitarian objects.

Participatory

VA.1.C.3.Pa.a
VA.1.C.3.Pa.b

Attend to selected vocabulary common to art and other contexts.
Explore selected artworks and utilitarian objects.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE

VA.1.S.1.1
VA.1.S.1.2

BENCHMARK

Experiment with art processes and media to express ideas.
Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
Create works of art to tell a personal story.
Use accurate art vocabulary to communicate ideas about art.

VA.1.S.1.3
VA.1.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.S.1.In.a
VA.1.S.1.In.b
VA.1.S.1.In.c

Use a variety of visual art processes and media to express ideas.
Create works of art to document self-perception.
Use selected art vocabulary to communicate about art.

Supported

VA.1.S.1.Su.a
VA.1.S.1.Su.b

Explore the use of visual art processes and media.
Respond to selected art vocabulary.

Participatory

VA.1.S.1.Pa.a
VA.1.S.1.Pa.b

Explore visual art media.
Attend to selected art vocabulary.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE

VA.1.S.2.1
VA.1.S.2.2

BENCHMARK

Practice correct use of tools with various art media, techniques, and processes.
Describe the steps used in art production.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.S.2.In.a

Use a variety of visual art tools and media.

Supported

VA.1.S.2.Su.a

Explore the use of visual art tools and media.

Participatory

VA.1.S.2.Pa.a

Explore visual art media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
VA.1.S.3.1	Practice skills and techniques to create with two- and/or three-dimensional media.
VA.1.S.3.2	Discuss the qualities of good craftsmanship.
VA.1.S.3.3	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4	Identify and be respectful of artwork that belongs to others and represents their ideas.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.S.3.In.a	Use a variety of visual art tools and media to create works of art.
VA.1.S.3.In.b	Imitate the safe use of visual art tools, media, techniques, and/or processes.

Supported

VA.1.S.3.Su.a	Explore visual art tools and media.
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Participatory

VA.1.S.3.Pa.a	Explore visual art media.
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Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

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

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.O.1.In.a	Explore the placement of the structural elements of art in personal works of art.
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Supported

VA.1.O.1.Su.a	Explore basic structural elements of art.
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Participatory

VA.1.O.1.Pa.a	Explore a variety of visual art.
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Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK
VA.1.O.2.1	Create imagery and symbols to express thoughts and feelings.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.O.2.In.a	Create imagery and symbols to document self-perception.
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Supported

VA.1.O.2.Su.a	Explore imagery and symbols representing self and environment.
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Participatory

VA.1.O.2.Pa.a

Attend to images and symbols representing self and environment.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE

VA.1.O.3.1

BENCHMARK

Use personal symbols in artwork to document surroundings and community.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.O.3.In.a

Create works of art to document self-perception.

Supported

VA.1.O.3.Su.a

Explore basic tools and media.

Participatory

VA.1.O.3.Pa.a

Explore structural elements of art.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE

VA.1.H.1.1

VA.1.H.1.2

VA.1.H.1.3

BENCHMARK

Discuss how different works of art communicate information about a particular culture.

Discuss suitable behavior expected of audience members.

Describe ways in which artists use their work to share knowledge and life experiences.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.H.1.In.a

VA.1.H.1.In.b

Recognize that visual art communicates information.

Follow directions for suitable behavior in an art audience.

Supported

VA.1.H.1.Su.a

VA.1.H.1.Su.b

Respond to visual art from selected cultures and places.

Respond respectfully to the artwork of others.

Participatory

VA.1.H.1.Pa.a

VA.1.H.1.Pa.b

Explore a variety of visual art.

Attend respectfully to the artwork of others.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE

VA.1.H.2.1

VA.1.H.2.2

VA.1.H.2.3

BENCHMARK

Compare artworks from different cultures, created over time, to identify differences in style and media.

Identify objects of art that are used every day for utilitarian purposes.

Identify places in which artworks may be viewed by others.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.H.2.In.a Identify the use of visual art in activities and environments.

Supported

VA.1.H.2.Su.a Recognize the use of visual art in activities and environments.

Participatory

VA.1.H.2.Pa.a Explore a variety of visual art.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE

VA.1.H.3.1

BENCHMARK

Identify connections between visual art and other content areas.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.H.3.In.a Recognize the use of patterns, line, or form to replace or enhance specified words or phrases.

Supported

VA.1.H.3.Su.a Explore the use of patterns, line, or form to replace or enhance specified words or phrases.

Participatory

VA.1.H.3.Pa.a Attend to the use of patterns, line, or form in visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE

VA.1.F.1.1

VA.1.F.1.2

BENCHMARK

Use various art media and real or imaginary choices to create artwork.

Identify how classmates solve artistic problems.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.F.1.In.a Re-create familiar shapes and forms.

VA.1.F.1.In.b Contribute to collaborative tasks related to visual art.

Supported

VA.1.F.1.Su.a Match basic shapes.

VA.1.F.1.Su.b Explore tasks related to visual art.

Participatory

VA.1.F.1.Pa.a Explore basic shapes.

VA.1.F.1.Pa.b Attend to tasks related to visual art.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK
VA.1.F.2.1	Explain how artists impact the appearance of items for sale in stores.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.F.2.In.a	Recognize that visual art is created by people and is used to attract attention.
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Supported

VA.1.F.2.Su.a	Associate visual art with the environment and products.
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Participatory

VA.1.F.2.Pa.a	Explore sensory stimulation related to visual art in the environment.
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Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK
VA.1.F.3.1	Describe the use of art to share community information.
VA.1.F.3.2	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.1.F.3.In.a	Identify examples of visual art in the environment.
VA.1.F.3.In.b	Follow teacher directions and explore tasks related to visual art.

Supported

VA.1.F.3.Su.a	Recognize the use of visual art in the environment.
VA.1.F.3.Su.b	Follow teacher directions.

Participatory

VA.1.F.3.Pa.a	Attend to visual art in the environment.
VA.1.F.3.Pa.b	Respond to teacher directions.

GRADE: 2

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE

VA.2.C.1.1
VA.2.C.1.2

BENCHMARK

Use the art-making process to communicate personal interests and self-expression.
Reflect on and discuss various possible meanings in works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.C.1.In.a
VA.2.C.1.In.b

Use various media or techniques to communicate personal interests and self-expression.
Identify various possible meanings in works of art.

Supported

VA.2.C.1.Su.a
VA.2.C.1.Su.b

Explore various media or techniques to communicate personal interests and self-expression.
Recognize various features in works of art.

Participatory

VA.2.C.1.Pa.a
VA.2.C.1.Pa.b

Attend to various media or techniques used to create artwork.
Attend to various features in works of art.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problemsolving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE

VA.2.C.2.1
VA.2.C.2.2
VA.2.C.2.3

BENCHMARK

Use appropriate decision-making skills to meet intended artistic objectives.
Identify skillful techniques used in works by peers and others.
Use suggestions from others to modify the structural elements of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.C.2.In.a
VA.2.C.2.In.b

Use defined criteria to meet intended artistic objectives.
Explore the use of skillful techniques in works by peers and others.

Supported

VA.2.C.2.Su.a
VA.2.C.2.Su.b

Use a teacher-selected criterion to meet intended artistic objectives.
Explore the use of basic techniques in works by peers and others.

Participatory

VA.2.C.2.Pa.a
VA.2.C.2.Pa.b
VA.2.C.2.Pa.c

Explore various media or techniques used to create artwork.
Attend to basic techniques in works by peers and others.
Explore various structural elements of art.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

BENCHMARK CODE

VA.2.C.3.1

BENCHMARK

Use accurate art vocabulary to identify connections among visual 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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.C.3.In.a Use selected vocabulary common to art and other contexts.
VA.2.C.3.In.b Identify similarities and differences between artworks and utilitarian objects.

Supported

VA.2.C.3.Su.a Respond to selected vocabulary common to art and other contexts.
VA.2.C.3.Su.b Recognize the function of a variety of artworks and utilitarian objects.

Participatory

VA.2.C.3.Pa.a Attend to selected vocabulary common to art and other contexts.
VA.2.C.3.Pa.b Explore a variety of visual art and utilitarian objects.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE

VA.2.S.1.1
VA.2.S.1.2

BENCHMARK

Experiment with tools and techniques as part of art-making processes.
Use diverse resources to inspire expression of personal ideas and experiences in works of art.
Explore art from different time periods and cultures as sources for inspiration.
Use accurate art vocabulary to discuss art.

VA.2.S.1.3
VA.2.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.S.1.In.a Explore the use of art tools, processes, and media.
VA.2.S.1.In.b Produce artwork influenced by personal decisions and ideas.
VA.2.S.1.In.c Use art vocabulary to communicate about art and the art-making process.

Supported

VA.2.S.1.Su.a Recognize basic art tools, processes, and media.
VA.2.S.1.Su.b Create artwork that communicates awareness of self.
VA.2.S.1.Su.c Respond to selected art vocabulary to communicate about art.

Participatory

VA.2.S.1.Pa.a Attend to basic art tools, processes, and media.
VA.2.S.1.Pa.b Explore ideas and images for artwork.
VA.2.S.1.Pa.c Respond to selected art vocabulary.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE

VA.2.S.2.1

BENCHMARK

Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

VA.2.S.2.2

Follow sequential procedures focused on art production.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.S.2.In.a Develop artistic skills through the repeated use of tools, processes, and media.

Supported

VA.2.S.2.Su.a Recognize basic art tools, processes, and media.

Participatory

VA.2.S.2.Pa.a Explore basic art tools, processes, and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE

BENCHMARK

VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.2 Demonstrate growth in craftsmanship through purposeful practice.
VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.
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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.S.3.In.a Practice skills and techniques to create with two- and three-dimensional media.
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.In.c Identify artwork that belongs to others and represents their ideas.

Supported

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

Participatory

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

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE

BENCHMARK

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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.O.1.In.a Use structural elements of art in personal works of art.

Supported

VA.2.O.1.Su.a Recognize basic structural elements of art.

Participatory

VA.2.O.1.Pa.a Explore selected structural elements of art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE

VA.2.O.2.1

BENCHMARK

Use personal experience to convey meaning or purpose in creating artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.O.2.In.a

Generate ideas and images for artworks based on personal experience.

Supported

VA.2.O.2.Su.a

Create imagery and symbols to document self-perception.

Participatory

VA.2.O.2.Pa.a

Explore images and symbols representing self and environment.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE

VA.2.O.3.1

BENCHMARK

Create personally meaningful works of art to document and explain ideas about local and global communities.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.O.3.In.a

Create works of art to document experiences of self and community.

Supported

VA.2.O.3.Su.a

Recognize and use structural elements of visual art.

Participatory

VA.2.O.3.Pa.a

Recognize a structural element of art.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE

VA.2.H.1.1

BENCHMARK

Identify examples in which artists have created works based on cultural and life experiences.

VA.2.H.1.2

Distinguish between appropriate and inappropriate audience behavior.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.H.1.In.a

Recognize similar themes in visual art from a variety of cultures and times.

VA.2.H.1.In.b

Practice specified procedures and audience etiquette.

Supported

VA.2.H.1.Su.a
VA.2.H.1.Su.b

Recognize that visual art communicates information about culture or times.
Imitate a specified element of audience etiquette to respond to artworks.

Participatory

VA.2.H.1.Pa.a
VA.2.H.1.Pa.b

Explore visual art from a variety of cultures and times.
Respond to artwork.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE

VA.2.H.2.1
VA.2.H.2.2

BENCHMARK

Identify differences or similarities in artworks across time and culture.
Identify objects from everyday life that have been designed and created using artistic skills.
Identify the physical features or characteristics of artworks displayed in the community.

VA.2.H.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.H.2.In.a
VA.2.H.2.In.b

Recognize differences or similarities in artworks across time and culture.
Identify the use of visual art in daily life.

Supported

VA.2.H.2.Su.a
VA.2.H.2.Su.b

Respond to the visual art of diverse cultures and historical periods.
Connect visual art examples with their function.

Participatory

VA.2.H.2.Pa.a
VA.2.H.2.Pa.b

Explore the visual art of diverse cultures and historical periods.
Associate a visual art example with its function.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE

VA.2.H.3.1

BENCHMARK

Describe connections made between creating with art ideas and creating with information from other content areas.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.H.3.In.a

Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.

Supported

VA.2.H.3.Su.a

Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts.

Participatory

VA.2.H.3.Pa.a

Explore the use of patterns, line, or form in visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.F.1.In.a Create, interpret, or respond to visual art using a variety of media.

Supported

VA.2.F.1.Su.a Explore and use a variety of visual art media.

Participatory

VA.2.F.1.Pa.a Explore a variety of visual art media.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK
VA.2.F.2.1	Identify work created by artists and designers.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.F.2.In.a Identify selected forms of visual art.

Supported

VA.2.F.2.Su.a Recognize a selected form of visual art.

Participatory

VA.2.F.2.Pa.a Respond to visual art in the environment.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK
VA.2.F.3.1	Describe the use of art to promote events within the school or community.
VA.2.F.3.2	Work with peers to complete a task in art.
VA.2.F.3.3	Use time effectively while focused on art production to show early development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.2.F.3.In.a Recognize the purpose of visual art in the community.
VA.2.F.3.In.b Complete one or more steps related to collaborative visual art projects.

Supported

VA.2.F.3.Su.a Recognize that visual art is part of a variety of environments.

VA.2.F.3.Su.b

Contribute to collaborative tasks related to visual art.

Participatory

VA.2.F.3.Pa.a

Respond to visual art in the environment.

VA.2.F.3.Pa.b

Explore tasks related to visual art.

GRADE: 3

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.C.1.In.a	Experiment with the art-making process to develop ideas for self-expression.
VA.3.C.1.In.b	Identify selected visual or tactile characteristics of artworks.

Supported

VA.3.C.1.Su.a	Explore the art-making process to communicate personal interests.
VA.3.C.1.Su.b	Recognize selected visual or tactile characteristics of artworks.

Participatory

VA.3.C.1.Pa.a	Explore the art-making process.
VA.3.C.1.Pa.b	Recognize a selected visual or tactile characteristic of artworks.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem solving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3	Use constructive criticism to improve artwork.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.C.2.In.a	Use a defined criterion to assess and revise personal artworks.
VA.3.C.2.In.b	Use various techniques to learn how changes affect the completed artwork.

Supported

VA.3.C.2.Su.a	Use a teacher-selected criterion to assess and revise personal artworks.
VA.3.C.2.Su.b	Use various techniques to create artwork.

Participatory

VA.3.C.2.Pa.a	Use a teacher-selected criterion to assess personal artworks.
VA.3.C.2.Pa.b	Explore various techniques used to create artwork.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK
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.

VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.C.3.In.a	Critique a variety of familiar visual art using defined criteria.
VA.3.C.3.In.b	Identify vocabulary that is used in both visual art and other contexts.
VA.3.C.3.In.c	Describe the purposes of artworks and utilitarian objects.

Supported

VA.3.C.3.Su.a	Critique a variety of familiar visual art using a teacher-selected criterion.
VA.3.C.3.Su.b	Recognize selected vocabulary common to art and other
VA.3.C.3.Su.c	Identify the functions of artworks and utilitarian objects.

Participatory

VA.3.C.3.Pa.a	Select preferred, familiar visual art products.
VA.3.C.3.Pa.b	Respond to selected vocabulary common to art and other contexts.
VA.3.C.3.Pa.c	Recognize the function of selected artworks or utilitarian objects.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
VA.3.S.1.1	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2	Use diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.3	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.3.S.1.4	Choose accurate art vocabulary to describe works of art and art processes.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.S.1.In.a	Experiment with art tools and media to express ideas.
VA.3.S.1.In.b	Explore diverse resources to inspire artistic expression and achieve varied results.
VA.3.S.1.In.c	Use accurate art vocabulary to communicate ideas about art.

Supported

VA.3.S.1.Su.a	Explore a variety of visual art tools and media to express ideas.
VA.3.S.1.Su.b	Use art vocabulary to communicate ideas about art.

Participatory

VA.3.S.1.Pa.a	Explore the use of visual art tools and media.
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Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK
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.
VA.3.S.2.2	Follow procedures, focusing on the art-making process.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.S.2.In.a Follow sequential procedures and techniques to achieve an artistic goal.

Supported

VA.3.S.2.Su.a Use a variety of visual art tools and media.

Participatory

VA.3.S.2.Pa.a Explore the use of visual art tools and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE

BENCHMARK

VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three dimensional artworks.
VA.3.S.3.2 Develop craftsmanship skills through repeated practice.
VA.3.S.3.3 Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4 Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b Demonstrate safety procedures for using art tools and materials.
VA.3.S.3.In.c Recognize the difference between one's own ideas and those of others.

Supported

VA.3.S.3.Su.a Use a variety of visual art tools and media to create works of art.
VA.3.S.3.Su.b Imitate the safe use of art tools and materials.

Participatory

VA.3.S.3.Pa.a Manipulate selected visual art tools and media.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE

BENCHMARK

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

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.O.1.In.a Explore the structural elements of art and organizational principles of design to support artistic development.

Supported

VA.3.O.1.Su.a Explore the placement of the structural elements of art in personal works of art.

Participatory

VA.3.O.1.Pa.a Explore structural elements of art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE

VA.3.O.2.1

BENCHMARK

Use creative and innovative ideas to complete personal artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.O.2.In.a

Create imagery and symbols to express thoughts and feelings.

Supported

VA.3.O.2.Su.a

Generate ideas and images for artwork that communicate personal experience.

Participatory

VA.3.O.2.Pa.a

Explore images representing personal experience.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE

VA.3.O.3.1

BENCHMARK

Use symbols, visual language, and/or written language to document self or others.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.O.3.In.a

Use personal symbols in artwork to document surroundings and community.

Supported

VA.3.O.3.Su.a

Create works of art to document self-perception.

Participatory

VA.3.O.3.Pa.a

Explore basic tools and media.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE

VA.3.H.1.1

VA.3.H.1.2

VA.3.H.1.3

BENCHMARK

Describe cultural similarities and differences in works of art.

Describe the importance of displaying suitable behavior as part of an art audience.

Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.H.1.In.a

VA.3.H.1.In.b

Identify common characteristics in works of art from selected cultures and times.

Identify reasons for respecting the work of others.

Supported

VA.3.H.1.Su.a
VA.3.H.1.Su.b

Recognize common characteristics in works of art from selected cultures and times.
Follow directions for suitable behavior in an art audience.

Participatory

VA.3.H.1.Pa.a
VA.3.H.1.Pa.b

Recognize a common characteristic in selected works of art.
Respond respectfully to the artwork of others.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE

VA.3.H.2.1
VA.3.H.2.2
VA.3.H.2.3

BENCHMARK

Compare differences or similarities in artworks across time and culture.
Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
Describe various venues in which artwork is on display for public viewing.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.H.2.In.a
VA.3.H.2.In.b

Identify common characteristics in artworks across time and culture.
Identify common uses of visual art.

Supported

VA.3.H.2.Su.a
VA.3.H.2.Su.b

Recognize common characteristics in artworks across time and culture.
Recognize the function of visual art in a variety of activities and environments.

Participatory

VA.3.H.2.Pa.a
VA.3.H.2.Pa.b

Recognize a common characteristic in selected artworks.
Recognize a function of visual art in activities or environments.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE

VA.3.H.3.1

BENCHMARK

Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.H.3.In.a

Connect the use of pattern, line, and form found in visual art with other teachers elected contexts.

Supported

VA.3.H.3.Su.a

Recognize the use of pattern, line, and form found in visual art with other teacher selected contexts.

Participatory

VA.3.H.3.Pa.a

Recognize a pattern in visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities ***Independent***

VA.3.F.1.In.a Create, interpret, and respond to visual art using a variety of media.

Supported

VA.3.F.1.Su.a Create, interpret, or respond to visual art using a variety of media.

Participatory

VA.3.F.1.Pa.a Explore and use a variety of visual art media.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.F.2.In.a Identify one or more community opportunities in or related to visual art for employment or leisure.

Supported

VA.3.F.2.Su.a Identify a community opportunity to participate in activities related to visual art.

Participatory

VA.3.F.2.Pa.a Select preferred visual art activities.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE	BENCHMARK
VA.3.F.3.1	Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2	Collaborate to complete a task in 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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.3.F.3.In.a Create, interpret, and respond to visual art using a variety of media.

VA.3.F.3.In.b

Sequence two or more steps

Supported

VA.3.F.3.Su.a

VA.3.F.3.Su.b

Create, interpret, or respond to visual art using a variety of media.

Complete one or more steps

Participatory

VA.3.F.3.Pa.a

VA.3.F.3.Pa.b

Explore and use a variety of visual art media.

Contribute to individual or collaborative visual art projects.

GRADE: 4

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
VA.4.C.1.1	Integrate ideas during the art-making process to convey meaning in personal works of art.
VA.4.C.1.2	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.C.1.In.a	Use the art-making process to communicate personal interests and self-expression.
VA.4.C.1.In.b	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.

Supported

VA.4.C.1.Su.a	Use various media or techniques to communicate personal interests and self-expression.
VA.4.C.1.Su.b	Identify selected visual or tactile characteristics of artworks.

Participatory

VA.4.C.1.Pa.a	Explore various media or techniques to communicate personal interests and self-expression.
VA.4.C.1.Pa.b	Recognize selected visual or tactile characteristics of artworks.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problemsolving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
VA.4.C.2.1	Revise artworks to meet established criteria.
VA.4.C.2.2	Use various resources to generate ideas for growth in personal works.
VA.4.C.2.3	Develop and support ideas from various resources to create unique artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.C.2.In.a	Use defined criteria to revise artworks.
VA.4.C.2.In.b	Identify characteristics that make visual art appealing.
VA.4.C.2.In.c	Explore various resources to generate ideas for unique artworks.

Supported

VA.4.C.2.Su.a	Use a teacher-selected criterion to revise artworks.
VA.4.C.2.Su.b	Recognize characteristics that make visual art appealing.

Participatory

VA.4.C.2.Pa.a	Use a teacher-selected criterion to create artworks.
VA.4.C.2.Pa.b	Select a characteristic that makes visual art appealing.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK
VA.4.C.3.1	Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2	Compare purposes for the structural elements of art and organizational principles of design in 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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.C.3.In.a	Use selected vocabulary and symbols unique to visual art to communicate and document ideas.
VA.4.C.3.In.b	Compare artworks with utilitarian objects and describe how they are the same and different.
VA.4.C.3.In.c	Identify similarities between the art-making process and other disciplines.

Supported

VA.4.C.3.Su.a	Identify selected vocabulary and symbols unique to visual art to communicate and document ideas.
VA.4.C.3.Su.b	Identify similarities and differences between artworks and utilitarian objects.
VA.4.C.3.Su.c	Recognize a similarity between the art-making process and another discipline.

Participatory

VA.4.C.3.Pa.a	Recognize selected vocabulary and symbols unique to visual art to communicate and document ideas.
VA.4.C.3.Pa.b	Recognize the functions of a variety of artworks and utilitarian objects.
VA.4.C.3.Pa.c	Respond to selected vocabulary common to art and other contexts.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
VA.4.S.1.1	Manipulate tools and materials to achieve diverse effects in personal works of art.
VA.4.S.1.2	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4	Use accurate art vocabulary to discuss works of art and the creative process.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.S.1.In.a	Experiment with tools and techniques as part of the art-making process.
VA.4.S.1.In.b	Explore art from different time periods and cultures as sources for inspiration.
VA.4.S.1.In.c	Use accurate art vocabulary to discuss art and the art-making process.

Supported

VA.4.S.1.Su.a	Produce artwork influenced by personal decisions and ideas.
VA.4.S.1.Su.b	Use art vocabulary to communicate about art and the art-making process.

Participatory

VA.4.S.1.Pa.a	Recognize basic art tools, processes, and media.
VA.4.S.1.Pa.b	Create artwork that communicates awareness of self.
VA.4.S.1.Pa.c	Respond to selected art vocabulary to communicate about art.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK
VA.4.S.2.1	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.S.2.In.a Re-create the organization of selected structural elements of art.

Supported

VA.4.S.2.Su.a Re-create structural elements in works of art.

Participatory

VA.4.S.2.Pa.a Recognize basic art tools, processes, and media.

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
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.
VA.4.S.3.2	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4	Discuss the importance of copyright law in regard to the creation and production of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.S.3.In.a Manipulate two- and three dimensional art materials and refine techniques to create personal works.

VA.4.S.3.In.b Follow directions for safety procedures and explain their importance in the art room.

VA.4.S.3.In.c Recognize that plagiarism is illegal and applies to works of art.

Supported

VA.4.S.3.Su.a Practice skills and techniques to create with two- and three dimensional media.

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.Su.c Identify artwork that belongs to others and represents their ideas.

Participatory

VA.4.S.3.Pa.a Manipulate selected two- and three-dimensional visual art tools and media.

VA.4.S.3.Pa.b Demonstrate the safe use of selected visual art tools and media.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK
VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b	Recognize selected structural elements of art used to unite an artistic composition.

Supported

VA.4.O.1.Su.a	Use structural elements of art in personal works of art.
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Participatory

VA.4.O.1.Pa.a	Recognize structural elements of art.
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Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK
VA.4.O.2.1	Use a variety of resources and art skills to overcome visual challenges in personal artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.O.2.In.a	Identify and use the structural elements of art to create and respond to artworks.
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Supported

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.
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Participatory

VA.4.O.2.Pa.a	Use a teacher selected structural element of art.
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Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK
VA.4.O.3.1	Apply meaning and relevance to document self or others visually in artwork.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.O.3.In.a	Create personally meaningful works of art to document and explain ideas.
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Supported

VA.4.O.3.Su.a	Create works of art to document experiences of self and community.
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Participatory

VA.4.O.3.Pa.a	Recognize and use structural elements of art.
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Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE	BENCHMARK
VA.4.H.1.1	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2	Identify suitable behavior for various art venues and events.
VA.4.H.1.3	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4	Identify and practice ways of showing respect for one's own and others' personal works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b	Identify and practice specified procedures and etiquette as part of an art audience.

Supported

VA.4.H.1.Su.a	Recognize similar themes in visual art from a variety of cultures and times.
VA.4.H.1.Su.b	Practice specified procedures and etiquette as part of an art audience.

Participatory

VA.4.H.1.Pa.a	Identify common characteristics in works of art from a selected culture.
VA.4.H.1.Pa.b	Practice a specified element of audience etiquette as part of an art audience.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE	BENCHMARK
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.
VA.4.H.2.2	Identify differences between artworks and utilitarian objects.
VA.4.H.2.3	Identify reasons to display artwork in public places.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b	Identify the physical features or characteristics of artworks displayed in the community.

Supported

VA.4.H.2.Su.a	Identify selected structural elements of art to create and respond to artworks.
VA.4.H.2.Su.b	Identify the use of visual art in daily life.

Participatory

VA.4.H.2.Pa.a	Recognize a selected structural element of art or organizational principle of design.
VA.4.H.2.Pa.b	Connect visual art examples with their functions.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE	BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.H.3.In.a	Compare the use of pattern, line, and form found in visual art with other teacher selected contexts.
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Supported

VA.4.H.3.Su.a	Connect the use of pattern, line, and form found in visual art with other teacher selected contexts.
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Participatory

VA.4.H.3.Pa.a	Recognize patterns in visual art.
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Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE	BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.F.1.In.a	Combine art media to create two- and three-dimensional works of art.
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Supported

VA.4.F.1.Su.a	Create two- and three-dimensional works of art.
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Participatory

VA.4.F.1.Pa.a	Contribute to the creation of two- and three-dimensional works of art.
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Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE	BENCHMARK
VA.4.F.2.1	Discuss how artists and designers have made an impact on the community.
VA.4.F.2.2	Identify the work of local artists to become familiar with art-making careers.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.4.F.2.In.a	Identify two or more community opportunities in or related to visual art for employment or leisure.
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Supported

VA.4.F.2.Su.a	Identify two or more community opportunities to participate in activities related to visual art.
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Participatory

VA.4.F.2.Pa.a Associate visual art with leisure or recreation.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE

VA.4.F.3.1

VA.4.F.3.2

VA.4.F.3.3

BENCHMARK

Create art to promote awareness of school and/or community concerns.

Collaborate with peers in the art room to achieve a common art goal.

Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b

Organize and execute individual or collaborative visual art projects having three or more steps.

Supported

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.Su.b

Sequence two or more components related to individual or collaborative visual art projects.

Participatory

VA.4.F.3.Pa.a

Contribute or respond to visual art that promotes awareness of school or community concerns.

VA.4.F.3.Pa.b

Contribute to a variety of collaborative tasks related to visual art.

GRADE: 5

Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

BENCHMARK CODE	BENCHMARK
VA.5.C.1.1	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2	Use prior knowledge and observation skills to reflect on, 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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.C.1.In.a	Use the art-making process to develop ideas for self-expression.
VA.5.C.1.In.b	Use defined criteria to analyze and interpret exemplary works of art.

Supported

VA.5.C.1.Su.a	Experiment with the art-making process to develop ideas for self-expression.
VA.5.C.1.Su.b	Use teacher-selected criteria to analyze and interpret exemplary works of art.

Participatory

VA.5.C.1.Pa.a	Explore the art-making process to communicate personal interests.
VA.5.C.1.Pa.b	Use a teacher-selected criterion to analyze and interpret exemplary works of art.

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problemsolving, and decision-making skills, is central to artistic growth.

BENCHMARK CODE	BENCHMARK
VA.5.C.2.1	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3	Apply established criteria to the art-making process to measure artistic growth.
VA.5.C.2.4	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.C.2.In.a	Use defined criteria to analyze and revise personal artworks.
VA.5.C.2.In.b	Describe the artistic intent of personal artworks.

Supported

VA.5.C.2.Su.a	Use a teacher-selected criterion to analyze and revise personal artworks.
VA.5.C.2.Su.b	Identify the artistic intent of personal artworks.

Participatory

VA.5.C.2.Pa.a	Use feedback from others to revise personal artworks.
VA.5.C.2.Pa.b	Convey the meaning of personal artworks.

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical thinking skills transferable to other contexts.

BENCHMARK CODE	BENCHMARK
VA.5.C.3.1	Use the structural elements of art and organizational principles of design when engaged in art criticism.
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.
VA.5.C.3.3	Critique works of art to understand the content and make connections with other content areas.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.

Supported

VA.5.C.3.Su.a Use defined criteria to examine a variety of works of art.

Participatory

VA.5.C.3.Pa.a Use a teacher-selected criterion to examine a variety of familiar visual art.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

BENCHMARK CODE	BENCHMARK
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.
VA.5.S.1.2	Use media, technology, and other resources to inspire personal art-making decisions.
VA.5.S.1.3	Create artworks to depict personal, cultural, and/or historical themes.
VA.5.S.1.4	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.S.1.In.a Manipulate tools and media to enhance communication in personal artworks.
VA.5.S.1.In.b Use diverse resources to inspire artistic expression and achieve varied results.
VA.5.S.1.In.c Incorporate ideas from art exemplars for specified time periods and cultures.
VA.5.S.1.In.d Choose accurate art vocabulary to describe works of art and art processes.

Supported

VA.5.S.1.Su.a Experiment with art tools and media to express ideas.
VA.5.S.1.Su.b Explore diverse resources to inspire artistic expression and achieve varied results.
VA.5.S.1.Su.c Use accurate art vocabulary to communicate ideas about art.

Participatory

VA.5.S.1.Pa.a Use a variety of visual art tools and media to express ideas.
VA.5.S.1.Pa.b Use selected art vocabulary to communicate about art.

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

BENCHMARK CODE	BENCHMARK
VA.5.S.2.1	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
VA.5.S.2.2	Identify sequential procedures to engage in art production.
VA.5.S.2.3	Visualize the end product to justify artistic choices of tools, techniques, and processes.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b	Re-create visual art processes in given media.

Supported

VA.5.S.2.Su.a	Follow sequential procedures and techniques to achieve an artistic goal.
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Participatory

VA.5.S.2.Pa.a	Use a variety of visual art tools and media.
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Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

BENCHMARK CODE	BENCHMARK
VA.5.S.3.1	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three dimensional artworks.
VA.5.S.3.2	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3	Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4	Use ethical standards, including copyright laws, when producing works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.S.3.In.a	Use two- and three dimensional materials, tools, and processes to achieve an intended result.
VA.5.S.3.In.b	Work safely.
VA.5.S.3.In.c	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

Supported

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.Su.b	Demonstrate safety procedures.
VA.5.S.3.Su.c	Recognize the difference between one's own ideas and those of others.

Participatory

VA.5.S.3.Pa.a	Use a variety of visual art tools and media to create works of art.
VA.5.S.3.Pa.b	Imitate the safe guidelines while using tools, media, techniques, and processes for using art tools and materials.

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

BENCHMARK CODE	BENCHMARK
VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3	Explain how creative and technical ability is used to produce a work of art.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.
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Supported

VA.5.O.1.Su.a	Explore the structural elements of art and organizational principles of design to support artistic development.
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Participatory

VA.5.O.1.Pa.a	Explore the use of structural elements of art in personal artworks.
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Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

BENCHMARK CODE	BENCHMARK
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.
VA.5.O.2.2	Use a variety of sources for ideas to resolve challenges in creating original works.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.O.2.In.a	Identify the intent of the artist within visual art examples.
VA.5.O.2.In.b	Use creative and innovative ideas to complete personal artworks.

Supported

VA.5.O.2.Su.a	Match the intent of the artist within visual art examples.
VA.5.O.2.Su.b	Create imagery and symbols to express thoughts and feelings.

Participatory

VA.5.O.2.Pa.a	Recognize that visual art examples convey meaning.
VA.5.O.2.Pa.b	Generate ideas and images for artwork that communicate personal experience.

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

BENCHMARK CODE	BENCHMARK
VA.5.O.3.1	Create meaningful and unique works of art to effectively communicate and document a personal voice.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.O.3.In.a	Use symbols, visual language, and/or written language to document self or others.
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Supported

VA.5.O.3.Su.a Use personal symbols in artwork to document surroundings and community.

Participatory

VA.5.O.3.Pa.a Create works of art to document self-perception.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

BENCHMARK CODE**BENCHMARK**

VA.5.H.1.1	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2	Use suitable behavior as a member of an art audience.
VA.5.H.1.3	Identify and describe the importance a selected group or culture places on specific works of art.
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.

Access Point for Students with Significant Cognitive Disabilities**Independent**

VA.5.H.1.In.a	Identify historically and culturally significant influences in artwork.
VA.5.H.1.In.b	Identify ways that respect is shown to personal works of art.

Supported

VA.5.H.1.Su.a	Recognize a cultural or historical influence on artwork.
VA.5.H.1.Su.b	Recognize reasons for respecting the work of others.

Participatory

VA.5.H.1.Pa.a	Associate visual art with a culture or time.
VA.5.H.1.Pa.b	Follow directions for suitable behavior in an art audience.

Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

BENCHMARK CODE**BENCHMARK**

VA.5.H.2.1	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3	Discuss artworks found in public venues to identify the significance of the work within the community.

Access Point for Students with Significant Cognitive Disabilities**Independent**

VA.5.H.2.In.a	Identify similarities and differences in visual art produced across time and cultures.
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.In.c	Identify various venues in which artwork is on display for public viewing.

Supported

VA.5.H.2.Su.a	Recognize similarities and differences in visual art produced across time and cultures.
VA.5.H.2.Su.b	Identify common uses of visual art.
VA.5.H.2.Su.c	Recognize various venues in which artwork is on display for public viewing.

Participatory

VA.5.H.2.Pa.a
VA.5.H.2.Pa.b
VA.5.H.2.Pa.c

Recognize similarities and differences in works of art.
Recognize the function of visual art in a variety of activities and environments.
Recognize a venue in which artwork is on display for public viewing.

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

BENCHMARK CODE

VA.5.H.3.1

BENCHMARK

Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.H.3.In.a

Apply a selected critical thinking process in visual art to a different curriculum or discipline.

Supported

VA.5.H.3.Su.a

Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline.

Participatory

VA.5.H.3.Pa.a

Integrate a teacher defined pattern from visual art with a different curriculum or discipline.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

BENCHMARK CODE

VA.5.F.1.1

BENCHMARK

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.

Access Point for Students with Significant Cognitive Disabilities

Independent

VA.5.F.1.In.a

Explore traditional or non-traditional uses of media and techniques to create two- and three-dimensional artworks.

VA.5.F.1.In.b

Explore the effects and merits of different solutions to solve an artistic problem.

Supported

VA.5.F.1.Su.a

Combine art media to create two- and three-dimensional works of art.

VA.5.F.1.Su.b

Create, interpret, and respond to visual art using a variety of media.

Participatory

VA.5.F.1.Pa.a

Create visual art using a variety of media.

VA.5.F.1.Pa.b

Create, interpret, or respond to visual art using a variety of media.

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

BENCHMARK CODE

VA.5.F.2.1

BENCHMARK

Describe the knowledge and skills necessary for art-making and art-related careers.

VA.5.F.2.2

Explore careers in which artworks and utilitarian designs are created.

VA.5.F.2.3

Discuss contributions that artists make to society.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.

Supported

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.

Participatory

VA.5.F.2.Pa.a Associate visual art with leisure, recreation, or a job.

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

BENCHMARK CODE

VA.5.F.3.1

VA.5.F.3.2

VA.5.F.3.3

VA.5.F.3.4

BENCHMARK

Create artwork to promote public awareness of community and/or global concerns.

Create artwork that shows procedural and analytical thinking to communicate ideas.

Work collaboratively with others to complete a task in art and show leadership skills.

Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.b Prioritize and complete tasks related to individual or collaborative visual art projects.

Supported

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.Su.b Sequence two or more steps related to individual or collaborative visual art projects.

Participatory

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.Pa.b Complete one or more steps related to individual or collaborative visual art projects.

Course: 7721016 Access Social Studies - Grade 5

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1801.aspx?ct=1>

BASIC INFORMATION

Course Number:	7721016
Course Title:	Access Social Studies - Grade 5
Course Abbreviated Title:	Access Social Studies - Grade 5
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(64) Supported(64) Participatory(64)

SS.5.A.1.1:	<p>Use primary and secondary sources to understand history.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.5.A.1.In.a: Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.• SS.5.A.1.Su.a: Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.• SS.5.A.1.Pa.a: Recognize artifacts, photographs, or video
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	recordings related to people or events from the past.
SS.5.A.1.2:	<p>Utilize timelines to identify and discuss American History time periods.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.1.In.b: Complete a timeline to sequence important events in American history. • SS.5.A.1.Su.b: Sequence events to match dates on a timeline about American history. • SS.5.A.1.Pa.b: Sequence pictures that show events about America.
SS.5.A.2.1:	<p>Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.2.In.a: Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit. • SS.5.A.2.Su.a: Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing. • SS.5.A.2.Pa.a: Recognize differences in aspects of culture.
SS.5.A.2.2:	<p>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).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.2.In.b: Recognize that Native American tribes lived in different parts of North America and had different customs. • SS.5.A.2.Su.b: Recognize that many different Native American tribes lived in North America. • SS.5.A.2.Pa.b: Recognize differences in Native American tribes.
SS.5.A.2.3:	Compare cultural aspects of Native American tribes from different

	<p>geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.2.In.c: Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. • SS.5.A.2.Su.c: Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. • SS.5.A.2.Pa.c: Recognize differences in Native American tribes.
<p>SS.5.A.3.1:</p>	<p>Describe technological developments that shaped European exploration.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.3.In.a: Recognize inventions that made exploration safer, such as the compass and seaworthy ships. • SS.5.A.3.Su.a: Recognize that exploration in ships was made safer with the compass. • SS.5.A.3.Pa.a: Recognize that tools make travel safe.
<p>SS.5.A.3.2:</p>	<p>Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.3.In.b: Identify a European explorer, the sponsoring country, and a reason for the exploration. • SS.5.A.3.Su.b: Recognize a reason why a European explorer came to America. • SS.5.A.3.Pa.b: Recognize that exploration involves looking for something new.
<p>SS.5.A.3.3:</p>	<p>Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.3.In.c: Identify differences in interaction among Native

	<p>Americans, Africans, English, French, Dutch, and Spanish for control of North America.</p> <ul style="list-style-type: none"> • SS.5.A.3.Su.c: Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. • SS.5.A.3.Pa.c: Recognize ways different groups interact with each other.
<p>SS.5.A.4.1:</p>	<p>Identify the economic, political and socio-cultural motivation for colonial settlement.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.4.In.a: Identify reasons the colonists settled in America, such as to obtain land and religious freedom. • SS.5.A.4.Su.a: Recognize a reason why colonists settled in America, such as to obtain land. • SS.5.A.4.Pa.a: Recognize a reason why people move to a different place.
<p>SS.5.A.4.2:</p>	<p>Compare characteristics of New England, Middle, and Southern colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.4.In.b: Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern). • SS.5.A.4.Su.b: Recognize resources found in a colonial region, such as farms in the Southern Colonies. • SS.5.A.4.Pa.b: Recognize that different regions had different resources.
<p>SS.5.A.4.3:</p>	<p>Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.4.In.c: Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).

	<ul style="list-style-type: none"> • SS.5.A.4.Su.c: Recognize that leaders helped start new colonies. • SS.5.A.4.Pa.c: Recognize that different regions had different leaders.
SS.5.A.4.4:	<p>Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.4.In.d: Identify various aspects of daily colonial life, such as farming, education, and games. • SS.5.A.4.Su.d: Recognize aspects of daily colonial life, such as farming and education. • SS.5.A.4.Pa.d: Recognize an aspect of colonial life, such as education.
SS.5.A.4.5:	<p>Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.4.In.e: Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe. • SS.5.A.4.Su.e: Recognize that slaves were taken from Africa to work for others in the British Colonies. • SS.5.A.4.Pa.e: Recognize that slaves were forced to work for others.
SS.5.A.4.6:	<p>Describe the introduction, impact, and role of slavery in the colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.4.In.f: Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them. • SS.5.A.4.Su.f: Recognize that farmers in the Southern Colonies had large farms with slaves. • SS.5.A.4.Pa.f: Recognize that slaves were forced to work for others.

<p><u>SS.5.A.5.1:</u></p>	<p>Identify and explain significant events leading up to the American Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.5.In.a:</u> Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England. • <u>SS.5.A.5.Su.a:</u> Recognize an event that led to the American Revolution, such as unfair taxes. • <u>SS.5.A.5.Pa.a:</u> Recognize that the people who settled in America were unhappy with the King of England.
<p><u>SS.5.A.5.2:</u></p>	<p>Identify significant individuals and groups who played a role in the American Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.5.In.b:</u> Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin. • <u>SS.5.A.5.Su.b:</u> Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin. • <u>SS.5.A.5.Pa.b:</u> Recognize George Washington.
<p><u>SS.5.A.5.3:</u></p>	<p>Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.5.In.c:</u> Identify that the Declaration of Independence stated that colonists wanted freedom from England. • <u>SS.5.A.5.Su.c:</u> Recognize that the colonists supported the Declaration of Independence. • <u>SS.5.A.5.Pa.c:</u> Recognize that the colonists wanted freedom from a king.
<p><u>SS.5.A.5.4:</u></p>	<p>Examine and explain the changing roles and impact of significant women during the American Revolution.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.d: Identify the role a woman played during the American Revolution, such as Martha Washington. • SS.5.A.5.Su.d: Recognize a famous woman from the American Revolution, such as Martha Washington. • SS.5.A.5.Pa.d: Recognize that women helped during the American Revolution.
<p>SS.5.A.5.5:</p>	<p>Examine and compare major battles and military campaigns of the American Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.e: Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge. • SS.5.A.5.Su.e: Recognize that George Washington led the troops against England during the American Revolution. • SS.5.A.5.Pa.e: Recognize that the colonists fought in the American Revolution.
<p>SS.5.A.5.6:</p>	<p>Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.f: Recognize that France and other countries contributed money and supplies to help the colonists fight against England. • SS.5.A.5.Su.f: Recognize that the colonists needed help from other countries to win the Revolution. • SS.5.A.5.Pa.f: Recognize that other groups (countries) helped the colonists.
<p>SS.5.A.5.7:</p>	<p>Explain economic, military, and political factors which led to the end of the Revolutionary War.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.g: Recognize that France and other countries contributed money and supplies to help the colonists fight

	<p>against England.</p> <ul style="list-style-type: none"> • SS.5.A.5.Su.g: Recognize that the colonists needed help from other countries to win the Revolution. • SS.5.A.5.Pa.g: Recognize that other groups (countries) helped the colonists.
<p>SS.5.A.5.8:</p>	<p>Evaluate the personal and political hardships resulting from the American Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.h: Recognize that there was no money or supplies left for the new government after the American Revolution. • SS.5.A.5.Su.h: Recognize that the colonists needed more money and supplies after the American Revolution. • SS.5.A.5.Pa.h: Recognize that colonists need supplies.
<p>SS.5.A.5.9:</p>	<p>Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.i: Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward. • SS.5.A.5.Su.i: Recognize that the United States wanted to add new lands after the Revolution. • SS.5.A.5.Pa.i: Recognize that the United States grew in size.
<p>SS.5.A.5.10:</p>	<p>Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.5.In.j: Recognize that the Constitution outlines the principles of the American government. • SS.5.A.5.Su.j: Recognize that the Constitution is the set of laws Americans follow. • SS.5.A.5.Pa.j: Recognize that the government makes laws for its people.

<p><u>SS.5.A.6.1:</u></p>	<p>Describe the causes and effects of the Louisiana Purchase.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.6.In.a:</u> Identify the major cause and effect of the Louisiana Purchase. • <u>SS.5.A.6.Su.a:</u> Recognize that the Louisiana Purchase made the United States twice its original size. • <u>SS.5.A.6.Pa.a:</u> Recognize that the United States was made larger by buying land.
<p><u>SS.5.A.6.2:</u></p>	<p>Identify roles and contributions of significant people during the period of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.6.In.b:</u> Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson. • <u>SS.5.A.6.Su.b:</u> Recognize that Lewis and Clark led an expedition during the westward expansion. • <u>SS.5.A.6.Pa.b:</u> Recognize that people explore new lands.
<p><u>SS.5.A.6.3:</u></p>	<p>Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.6.In.c:</u> Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express. • <u>SS.5.A.6.Su.c:</u> Recognize a change in transportation in America during the 1800s, such as railroads. • <u>SS.5.A.6.Pa.c:</u> Recognize a method of transportation.
<p><u>SS.5.A.6.4:</u></p>	<p>Explain the importance of the explorations west of the Mississippi River.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.6.In.d:</u> Identify contributions of explorers who went

	<p>west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.</p> <ul style="list-style-type: none"> • SS.5.A.6.Su.d: Recognize that Lewis and Clark led an expedition during the westward expansion. • SS.5.A.6.Pa.d: Recognize that people explore new lands.
<p>SS.5.A.6.5:</p>	<p>Identify the causes and effects of the War of 1812.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.6.In.e: Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase. • SS.5.A.6.Su.e: Recognize that America fought England to keep the Mississippi River in the War of 1812. • SS.5.A.6.Pa.e: Recognize that different groups wanted the same land.
<p>SS.5.A.6.6:</p>	<p>Explain how westward expansion affected Native Americans.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.6.In.f: Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die. • SS.5.A.6.Su.f: Recognize that many Native Americans died or lost their homes due to westward expansion. • SS.5.A.6.Pa.f: Recognize that different groups wanted the same land.
<p>SS.5.A.6.7:</p>	<p>Discuss the concept of Manifest Destiny.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.A.6.In.g: Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent. • SS.5.A.6.Su.g: Recognize that many Native Americans died or lost their homes due to westward expansion. • SS.5.A.6.Pa.g: Recognize that different groups wanted the same land.

<p><u>SS.5.A.6.8:</u></p>	<p>Describe the causes and effects of the Missouri Compromise.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.6.In.h:</u> Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves). • <u>SS.5.A.6.Su.h:</u> Recognize that people in the South could own slaves, but people in the North could not. • <u>SS.5.A.6.Pa.h:</u> Recognize that states had different ideas about slavery.
<p><u>SS.5.A.6.9:</u></p>	<p>Describe the hardships of settlers along the overland trails to the west.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.A.6.In.i:</u> Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation. • <u>SS.5.A.6.Su.i:</u> Recognize a hardship of settlers moving west, such as poor weather or bad trails. • <u>SS.5.A.6.Pa.i:</u> Recognize a method of travel used by settlers, such as a covered wagon.
<p><u>SS.5.C.1.1:</u></p>	<p>Explain how and why the United States government was created.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.C.1.In.a:</u> Identify reasons for creating the United States government, such as to provide services and protection for citizens. • <u>SS.5.C.1.Su.a:</u> Recognize a reason for creating the United States government, such as to provide services or protection for citizens. • <u>SS.5.C.1.Pa.a:</u> Recognize that governments make laws to keep people safe.
<p><u>SS.5.C.1.2:</u></p>	<p>Define a constitution, and discuss its purposes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.C.1.In.b:</u> Recognize that a constitution is the foundation

	<p>of the laws of a government.</p> <ul style="list-style-type: none"> • SS.5.C.1.Su.b: Recognize that a constitution is a set of laws. • SS.5.C.1.Pa.b: Recognize that governments make laws to keep people safe.
<p>SS.5.C.1.3:</p>	<p>Explain the definition and origin of rights.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.1.In.c: Identify examples of natural rights, such as the right to life and freedom. • SS.5.C.1.Su.c: Recognize natural rights, such as the right to life and freedom. • SS.5.C.1.Pa.c: Recognize a right of people, such as freedom.
<p>SS.5.C.1.4:</p>	<p>Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.1.In.d: Identify that the Declaration of Independence included justification for America's independence. • SS.5.C.1.Su.d: Recognize that the Declaration of Independence included justification for America's independence. • SS.5.C.1.Pa.d: Recognize a right of people, such as freedom.
<p>SS.5.C.1.5:</p>	<p>Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.1.In.e: Identify that the Bill of Rights was written to guarantee the individual rights of American citizens. • SS.5.C.1.Su.e: Recognize that the Bill of Rights lists the rights of individuals. • SS.5.C.1.Pa.e: Recognize a right of people, such as freedom.
<p>SS.5.C.1.6:</p>	<p>Compare Federalist and Anti-Federalist views of government.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.1.In.f: Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists. • SS.5.C.1.Su.f: Recognize that people have different views about the power of the United States government. • SS.5.C.1.Pa.f: Recognize that people have different points of view.
<p>SS.5.C.2.1:</p>	<p>Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.2.In.a: Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution. • SS.5.C.2.Su.a: Recognize the point of view (political ideas) of Patriots during the American Revolution. • SS.5.C.2.Pa.a: Recognize that groups may have different points of view.
<p>SS.5.C.2.2:</p>	<p>Compare forms of political participation in the colonial period to today.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.2.In.b: Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests. • SS.5.C.2.Su.b: Recognize an example of political participation used today, such as voting or contacting representatives. • SS.5.C.2.Pa.b: Recognize that voting is a form of participation.
<p>SS.5.C.2.3:</p>	<p>Analyze how the Constitution has expanded voting rights from our nation's early history to today.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.2.In.c: Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.

	<ul style="list-style-type: none"> • SS.5.C.2.Su.c: Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past. • SS.5.C.2.Pa.c: Recognize that people can vote in America.
<p>SS.5.C.2.4:</p>	<p>Evaluate the importance of civic responsibilities in American democracy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.2.In.d: Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes. • SS.5.C.2.Su.d: Identify civic responsibilities, such as voting, serving on a jury, and paying taxes. • SS.5.C.2.Pa.d: Recognize a way to be a responsible citizen, such as voting.
<p>SS.5.C.2.5:</p>	<p>Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.2.In.e: Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues. • SS.5.C.2.Su.e: Recognize a way that a good citizen can become more active in government, such as by running for office. • SS.5.C.2.Pa.e: Recognize a way to be a responsible citizen, such as voting.
<p>SS.5.C.3.1:</p>	<p>Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.3.In.a: Recognize that the three branches of the United States government have separate powers. • SS.5.C.3.Su.a: Recognize the three branches of the United

	<p>States government.</p> <ul style="list-style-type: none"> • SS.5.C.3.Pa.a: Recognize the United States has a government.
<p>SS.5.C.3.2:</p>	<p>Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.3.In.b: Identify that the United States Constitution is based on the principle of the separation of powers. • SS.5.C.3.Su.b: Recognize that the United States Constitution specifies the powers of the branches of government. • SS.5.C.3.Pa.b: Recognize the United States has a government.
<p>SS.5.C.3.3:</p>	<p>Give examples of powers granted to the federal government and those reserved for the states.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.3.In.c: Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools. • SS.5.C.3.Su.c: Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools. • SS.5.C.3.Pa.c: Recognize that government provides services, such as coining money or creating schools.
<p>SS.5.C.3.4:</p>	<p>Describe the amendment process as defined in Article V of the Constitution and give examples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.C.3.In.d: Recognize that a change to the Constitution (amendment) is created by following specific steps. • SS.5.C.3.Su.d: Recognize that a change to the law is an amendment. • SS.5.C.3.Pa.d: Recognize that a law can be changed.

<p><u>SS.5.C.3.5:</u></p>	<p>Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.C.3.In.e:</u> Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly. • <u>SS.5.C.3.Su.e:</u> Recognize a right granted in the Bill of Rights, such as freedom of speech or religion. • <u>SS.5.C.3.Pa.e:</u> Recognize that citizens have rights.
<p><u>SS.5.C.3.6:</u></p>	<p>Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.C.3.In.f:</u> Identify the role of the courts in the American legal system in settling conflicts. • <u>SS.5.C.3.Su.f:</u> Recognize that a court settles conflicts between people. • <u>SS.5.C.3.Pa.f:</u> Recognize that conflicts can be settled.
<p><u>SS.5.E.1.1:</u></p>	<p>Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.5.E.1.In.a:</u> Identify examples of how people traded with each other in North America from pre-Columbian times to 1850. • <u>SS.5.E.1.Su.a:</u> Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850. • <u>SS.5.E.1.Pa.a:</u> Recognize that people trade goods and services.
<p><u>SS.5.E.1.2:</u></p>	<p>Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.5.E.1.In.b: Identify a characteristic of a market economy, such as available resources, demand, or available labor. • SS.5.E.1.Su.b: Recognize that people produce goods that others want to buy (market economy). • SS.5.E.1.Pa.b: Recognize that people trade goods and services.
SS.5.E.1.3 :	<p>Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.E.1.In.c: Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin. • SS.5.E.1.Su.c: Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin. • SS.5.E.1.Pa.c: Identify an invention that helps people, such as a stove.
SS.5.E.2.1 :	<p>Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.E.2.In.a: Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. • SS.5.E.2.Su.a: Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. • SS.5.E.2.Pa.a: Recognize that people can trade voluntarily.
SS.5.G.1.1 :	<p>Interpret current and historical information using a variety of geographic tools.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.1.In.a: Identify current and historical information

	<p>using selected geographic tools, such as maps, globes, and satellite images.</p> <ul style="list-style-type: none"> • SS.5.G.1.Su.a: Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image. • SS.5.G.1.Pa.a: Recognize information using a selected geographic tool.
<p>SS.5.G.1.2:</p>	<p>Use latitude and longitude to locate places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.1.In.b: Use a coordinate grid on a map to locate places. • SS.5.G.1.Su.b: Use a simple coordinate grid on a drawing to locate features. • SS.5.G.1.Pa.b: Recognize information using a selected geographic tool.
<p>SS.5.G.1.3:</p>	<p>Identify major United States physical features on a map of North America.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.1.In.c: Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee. • SS.5.G.1.Su.c: Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee. • SS.5.G.1.Pa.c: Recognize a selected physical feature on a pictorial map of the United States.
<p>SS.5.G.1.4:</p>	<p>Construct maps, charts, and graphs to display geographic information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.1.In.d: Select the format (map, chart, or graph) and

	<p>display geographic information.</p> <ul style="list-style-type: none"> • SS.5.G.1.Su.d: Complete a map, chart, or graph to display geographic information. • SS.5.G.1.Pa.d: Complete a pictorial map using pictures or symbols for designated areas.
<p>SS.5.G.1.5:</p>	<p>Identify and locate the original thirteen colonies on a map of North America.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.1.In.e: Recognize selected colonies of the original 13 colonies on a map of the United States. • SS.5.G.1.Su.e: Recognize an original colony on a map of the United States. • SS.5.G.1.Pa.e: Recognize a map of North America.
<p>SS.5.G.1.6:</p>	<p>Locate and identify states, capitals, and United States Territories on a map.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.1.In.f: Recognize selected states, capitals, and a United States Territory on a map. • SS.5.G.1.Su.f: Recognize selected states and their capitals on a map. • SS.5.G.1.Pa.f: Recognize that the United States is made up of different states.
<p>SS.5.G.2.1:</p>	<p>Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.2.In.a: Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards. • SS.5.G.2.Su.a: Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.

	<ul style="list-style-type: none"> • SS.5.G.2.Pa.a: Recognize a factor that causes a boundary to change.
<p>SS.5.G.3.1:</p>	<p>Describe the impact that past natural events have had on human and physical environments in the United States through 1850.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.3.In.a: Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. • SS.5.G.3.Su.a: Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. • SS.5.G.3.Pa.a: Recognize a natural event that causes change.
<p>SS.5.G.4.1:</p>	<p>Use geographic knowledge and skills when discussing current events.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.4.In.a: Use geographic knowledge and skills to identify information about current events, such as reading maps and charts. • SS.5.G.4.Su.a: Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps. • SS.5.G.4.Pa.a: Use a geographic tool to recognize information about current events.
<p>SS.5.G.4.2:</p>	<p>Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.5.G.4.In.b: Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems. • SS.5.G.4.Su.b: Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.

- **SS.5.G.4.Pa.b**: Use a geographic tool to recognize information about current events.



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Course: 7721015 Access Social Studies - Grade 4

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BASIC INFORMATION

Course Number:	7721015
Course Title:	Access Social Studies - Grade 4
Course Abbreviated Title:	Access Social Studies - Grade 4
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(41) Supported(41) Participatory(41)

SS.4.A.1.1:	<p>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.4.A.1.In.a: Use primary and secondary resources to obtain information about important people and events from Florida history.• SS.4.A.1.Su.a: Use a primary and secondary resource to obtain information about a famous person or event from Florida history.
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	<ul style="list-style-type: none"> • SS.4.A.1.Pa.a: Recognize an artifact, picture, or video about Florida.
SS.4.A.1.2 :	<p>Synthesize information related to Florida history through print and electronic media.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.1.In.b: Use print and electronic media to collect information about Florida history. • SS.4.A.1.Su.b: Use print and electronic media to identify information about Florida history. • SS.4.A.1.Pa.b: Use technology to access information about Florida.
SS.4.A.2.1 :	<p>Compare Native American tribes in Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.2.In.a: Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery. • SS.4.A.2.Su.a: Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery. • SS.4.A.2.Pa.a: Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.
SS.4.A.3.1 :	<p>Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.a: Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches. • SS.4.A.3.Su.a: Recognize a European explorer who came to Florida, such as Ponce de Leon. • SS.4.A.3.Pa.a: Recognize that people came to Florida long ago.
SS.4.A.3.2 :	<p>Describe causes and effects of European colonization on the Native</p>

	<p>American tribes of Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.b: Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases. • SS.4.A.3.Su.b: Recognize an effect of European colonization on Native American tribes in Florida, such as slavery. • SS.4.A.3.Pa.b: Recognize differences between Europeans and Native Americans.
<p>SS.4.A.3.3:</p>	<p>Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.c: Recognize St. Augustine as the oldest permanent European settlement in the United States. • SS.4.A.3.Su.c: Recognize that St. Augustine is an old settlement. • SS.4.A.3.Pa.c: Recognize that people live together in the same location (settlement).
<p>SS.4.A.3.4:</p>	<p>Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.d: Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans. • SS.4.A.3.Su.d: Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans. • SS.4.A.3.Pa.d: Recognize that people live together in the same location (settlement).
<p>SS.4.A.3.5:</p>	<p>Identify the significance of Fort Mose as the first free African community in the United States.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.4.A.3.In.e: Identify that African slaves escaped to Fort Mose to live in freedom. • SS.4.A.3.Su.e: Recognize that African slaves went to Fort Mose to be free. • SS.4.A.3.Pa.e: Recognize an aspect of freedom.
SS.4.A.3.6:	<p>Identify the effects of Spanish rule in Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.f: Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons. • SS.4.A.3.Su.f: Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons. • SS.4.A.3.Pa.f: Recognize a Spanish influence in Florida.
SS.4.A.3.7:	<p>Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.g: Identify different nations that controlled Florida, such as Spain or England. • SS.4.A.3.Su.g: Recognize a nation that controlled Florida, such as Spain. • SS.4.A.3.Pa.g: Recognize that different groups of people lived in Florida long ago.
SS.4.A.3.8:	<p>Explain how the Seminole tribe formed and the purpose for their migration.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.3.In.h: Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida. • SS.4.A.3.Su.h: Recognize that the Seminole tribe went to live in the Everglades. • SS.4.A.3.Pa.h: Recognize a reason for moving (migration).

<p><u>SS.4.A.3.9:</u></p>	<p>Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.3.In.i:</u> Recognize that Spain signed an agreement (treaty) to make Florida a United States territory. • <u>SS.4.A.3.Su.i:</u> Recognize that Spain gave Florida back to the United States. • <u>SS.4.A.3.Pa.i:</u> Recognize that Florida is part of the United States.
<p><u>SS.4.A.3.10:</u></p>	<p>Identify the causes and effects of the Seminole Wars.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.3.In.j:</u> Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave. • <u>SS.4.A.3.Su.j:</u> Recognize that the United States fought wars against the Seminole tribe. • <u>SS.4.A.3.Pa.j:</u> Recognize that people fight against each other in a war.
<p><u>SS.4.A.4.1:</u></p>	<p>Explain the effects of technological advances on Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.4.In.a:</u> Identify technological advances that affected Florida, such as railroads and steamboats. • <u>SS.4.A.4.Su.a:</u> Recognize a technological change that affected Florida, such as railroads. • <u>SS.4.A.4.Pa.a:</u> Recognize modes of transportation in Florida.
<p><u>SS.4.A.4.2:</u></p>	<p>Describe pioneer life in Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.4.In.b:</u> Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats. • <u>SS.4.A.4.Su.b:</u> Recognize a characteristic of pioneer life in Florida, such as farming.

	<ul style="list-style-type: none"> • SS.4.A.4.Pa.b: Recognize that pioneers lived in Florida a long time ago.
<p>SS.4.A.5.1:</p>	<p>Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.5.In.a: Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. • SS.4.A.5.Su.a: Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. • SS.4.A.5.Pa.a: Recognize that battles were fought in Florida in the Civil War.
<p>SS.4.A.5.2:</p>	<p>Summarize challenges Floridians faced during Reconstruction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.5.In.b: Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping). • SS.4.A.5.Su.b: Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers. • SS.4.A.5.Pa.b: Recognize ways different groups of people work together.
<p>SS.4.A.6.1:</p>	<p>Describe the economic development of Florida's major industries.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.6.In.a: Identify Florida's major industries, such as timber, tourism, and citrus. • SS.4.A.6.Su.a: Recognize major industries in Florida, such as timber, tourism, and citrus. • SS.4.A.6.Pa.a: Recognize a major industry in Florida.

<p><u>SS.4.A.6.2:</u></p>	<p>Summarize contributions immigrant groups made to Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.6.In.b:</u> Identify contributions of immigrants to Florida, such as language, food, or customs. • <u>SS.4.A.6.Su.b:</u> Recognize contributions of immigrants to Florida, such as language, food, or customs. • <u>SS.4.A.6.Pa.b:</u> Recognize variations in language, food, or customs of immigrants in Florida.
<p><u>SS.4.A.6.3:</u></p>	<p>Describe the contributions of significant individuals to Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.6.In.c:</u> Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune. • <u>SS.4.A.6.Su.c:</u> Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune. • <u>SS.4.A.6.Pa.c:</u> Recognize that many people made contributions to Florida.
<p><u>SS.4.A.6.4:</u></p>	<p>Describe effects of the Spanish American War on Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.6.In.d:</u> Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors. • <u>SS.4.A.6.Su.d:</u> Recognize that Florida’s population increased during the Spanish American War. • <u>SS.4.A.6.Pa.d:</u> Recognize that many people made contributions to Florida.
<p><u>SS.4.A.7.1:</u></p>	<p>Describe the causes and effects of the 1920's Florida land boom and bust.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.A.7.In.a:</u> Identify the basic causes and effects of the

	<p>1920s Florida land boom and bust.</p> <ul style="list-style-type: none"> • SS.4.A.7.Su.a: Recognize the cause of the 1920s Florida land bust. • SS.4.A.7.Pa.a: Recognize an effect of the Florida land bust.
<p>SS.4.A.7.2:</p>	<p>Summarize challenges Floridians faced during the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.7.In.b: Identify challenges Floridians faced during the Great Depression. • SS.4.A.7.Su.b: Recognize challenges Floridians faced during the Great Depression. • SS.4.A.7.Pa.b: Recognize a challenge of the Great Depression.
<p>SS.4.A.7.3:</p>	<p>Identify Florida's role in World War II.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.7.In.c: Recognize Florida's role in World War II. • SS.4.A.7.Su.c: Recognize that Florida played a role in World War II. • SS.4.A.7.Pa.c: Recognize that people in Florida were involved in a war.
<p>SS.4.A.8.1:</p>	<p>Identify Florida's role in the Civil Rights Movement.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.8.In.a: Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government. • SS.4.A.8.Su.a: Recognize that Florida played a role in the Civil Rights Movement. • SS.4.A.8.Pa.a: Recognize that people have rights.
<p>SS.4.A.8.2:</p>	<p>Describe how and why immigration impacts Florida today.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.4.A.8.In.b: Identify how immigration impacts Florida today. • SS.4.A.8.Su.b: Recognize how immigration impacts Florida today. • SS.4.A.8.Pa.b: Recognize that people move into Florida today.
<p>SS.4.A.8.3:</p>	<p>Describe the effect of the United States space program on Florida's economy and growth.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.8.In.c: Recognize ways that Florida has changed due to the space program, such as new technologies and population growth. • SS.4.A.8.Su.c: Recognize a way Florida has changed due to the space program, such as new technologies or population growth. • SS.4.A.8.Pa.c: Recognize an aspect of Florida's space program.
<p>SS.4.A.8.4:</p>	<p>Explain how tourism affects Florida's economy and growth.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.8.In.d: Recognize that tourism brings people, money, and jobs to Florida. • SS.4.A.8.Su.d: Recognize that tourism brings people and money to Florida. • SS.4.A.8.Pa.d: Recognize a characteristic of tourism in Florida, such as people.
<p>SS.4.A.9.1:</p>	<p>Utilize timelines to sequence key events in Florida history.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history. • SS.4.A.9.Su.a: Sequence pictures on a timeline to show important events in Florida history. • SS.4.A.9.Pa.a: Recognize pictures on a simple timeline of important events in Florida.

<p><u>SS.4.C.1.1:</u></p>	<p>Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.C.1.In.a:</u> Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government. • <u>SS.4.C.1.Su.a:</u> Recognize that Florida's constitution protects the rights of Florida's citizens. • <u>SS.4.C.1.Pa.a:</u> Recognize the right of citizens to access and participate in community activities.
<p><u>SS.4.C.2.1:</u></p>	<p>Discuss public issues in Florida that impact the daily lives of its citizens.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.C.2.In.a:</u> Identify common public issues in Florida that impact the daily lives of its citizens. • <u>SS.4.C.2.Su.a:</u> Recognize common public issues in Florida that impact the daily lives of its citizens. • <u>SS.4.C.2.Pa.a:</u> Recognize a common public issue in the local community that impacts the daily lives of its citizens.
<p><u>SS.4.C.2.2:</u></p>	<p>Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.C.2.In.b:</u> Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering. • <u>SS.4.C.2.Su.b:</u> Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information. • <u>SS.4.C.2.Pa.b:</u> Recognize a way to work with a group to help solve a problem.
<p><u>SS.4.C.2.3:</u></p>	<p>Explain the importance of public service, voting, and volunteerism.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.C.2.In.c: Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering. • SS.4.C.2.Su.c: Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information. • SS.4.C.2.Pa.c: Recognize a way to work with a group to help solve a problem.
<p>SS.4.C.3.1:</p>	<p>Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.C.3.In.a: Recognize Florida’s three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws). • SS.4.C.3.Su.a: Recognize that Florida has three branches of government with a governor, lawmakers, and judges. • SS.4.C.3.Pa.a: Recognize that Florida has a governor.
<p>SS.4.C.3.2:</p>	<p>Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.C.3.In.b: Identify differences between state and local government, including the role of leaders and lawmakers. • SS.4.C.3.Su.b: Recognize a difference between state and local government, such as governor and mayor. • SS.4.C.3.Pa.b: Recognize the leader of the state government (governor).
<p>SS.4.E.1.1:</p>	<p>Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.E.1.In.a: Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and

	<p>Henry Flagler (railroads).</p> <ul style="list-style-type: none"> • SS.4.E.1.Su.a: Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks). • SS.4.E.1.Pa.a: Recognize that many people made contributions to Florida.
<p>SS.4.E.1.2:</p>	<p>Explain Florida's role in the national and international economy and conditions that attract businesses to the state.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.E.1.In.b: Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry. • SS.4.E.1.Su.b: Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry. • SS.4.E.1.Pa.b: Associate a good or service with Florida, such as oranges, spacecraft, or theme parks.
<p>SS.4.G.1.1:</p>	<p>Identify physical features of Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.G.1.In.a: Recognize physical features of Florida, such as bodies of water, location, and landforms. • SS.4.G.1.Su.a: Recognize selected physical features of Florida, such as bodies of water and landforms. • SS.4.G.1.Pa.a: Recognize a physical feature of Florida, such as water.
<p>SS.4.G.1.2:</p>	<p>Locate and label cultural features on a Florida map.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.4.G.1.In.b: Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions. • SS.4.G.1.Su.b: Recognize a cultural feature on a Florida map, such as the state capital or a major city. • SS.4.G.1.Pa.b: Associate an outline map or image with the state of Florida.

<p><u>SS.4.G.1.3:</u></p>	<p>Explain how weather impacts Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.G.1.In.c:</u> Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. • <u>SS.4.G.1.Su.c:</u> Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. • <u>SS.4.G.1.Pa.c:</u> Recognize examples of weather in Florida, such as thunderstorms.
<p><u>SS.4.G.1.4:</u></p>	<p>Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.4.G.1.In.d:</u> Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend. • <u>SS.4.G.1.Su.d:</u> Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend. • <u>SS.4.G.1.Pa.d:</u> Associate a picture or symbol with a location on a Florida map.



Course: 7721014 Access Social Studies - Grade 3

Direct link to this

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BASIC INFORMATION

Course Number:	7721014
Course Title:	Access Social Studies - Grade 3
Course Abbreviated Title:	Access Social Studies - Grade 3
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(33) Supported(33) Participatory(33)

SS.3.A.1.1:	Analyze primary and secondary sources. Access Points: <ul style="list-style-type: none">• SS.3.A.1.In.a: Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.• SS.3.A.1.Su.a: Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.
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	<ul style="list-style-type: none"> • SS.3.A.1.Pa.a: Recognize important people or events in artifacts, videos, or photographs.
SS.3.A.1.2 :	<p>Utilize technology resources to gather information from primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.A.1.In.b: Use technology resources to gather information about a historical person or event. • SS.3.A.1.Su.b: Use a technology resource to locate information about important people or events from the past. • SS.3.A.1.Pa.b: Use technology to access information.
SS.3.A.1.3 :	<p>Define terms related to the social sciences.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.A.1.In.c: Relate the term “history” to events from the past, “geography” to locations, and “economics” to money. • SS.3.A.1.Su.c: Recognize that history is about events from the past and geography is about places. • SS.3.A.1.Pa.c: Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.
SS.3.C.1.1 :	<p>Explain the purpose and need for government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.1.In.a: Recognize the purpose of government in the community, such as to provide laws, services, and safety. • SS.3.C.1.Su.a: Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship. • SS.3.C.1.Pa.a: Recognize rules in the school, such as respecting others.
SS.3.C.1.2 :	<p>Describe how government gains its power from the people.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.1.In.b: Identify that government gains its power from the people. • SS.3.C.1.Su.b: Recognize that government gains its power from the people. • SS.3.C.1.Pa.b: Recognize that governments have power.
<p>SS.3.C.1.3:</p>	<p>Explain how government was established through a written Constitution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.1.In.c: Identify that government is based on a set of written laws that all people must follow. • SS.3.C.1.Su.c: Recognize that government is based on written laws. • SS.3.C.1.Pa.c: Recognize that governments have laws.
<p>SS.3.C.2.1:</p>	<p>Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.2.In.a: Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. • SS.3.C.2.Su.a: Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. • SS.3.C.2.Pa.a: Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.
<p>SS.3.C.3.1:</p>	<p>Identify the levels of government (local, state, federal).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.3.In.a: Recognize leaders of local, state, and federal government, such as the mayor, governor, and president. • SS.3.C.3.Su.a: Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.

	<ul style="list-style-type: none"> • SS.3.C.3.Pa.a: Recognize a leader in government, such as a president.
SS.3.C.3.2 :	<p>Describe how government is organized at the local level.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.3.In.b: Recognize that the local community has a group that makes the rules and the mayor is the leader. • SS.3.C.3.Su.b: Recognize that the local community has a group that makes the rules. • SS.3.C.3.Pa.b: Recognize that people in authority make rules in the community.
SS.3.C.3.3 :	<p>Recognize that every state has a state constitution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.3.In.c: Recognize that every state has a set of written laws that its people must follow. • SS.3.C.3.Su.c: Recognize that every state has written laws. • SS.3.C.3.Pa.c: Recognize that states have laws.
SS.3.C.3.4 :	<p>Recognize that the Constitution of the United States is the supreme law of the land.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.C.3.In.d: Recognize that the Constitution is the set of laws that people in the United States must follow. • SS.3.C.3.Su.d: Recognize the Constitution is a set of written laws. • SS.3.C.3.Pa.d: Recognize that the United States has laws.
SS.3.E.1.1 :	<p>Give examples of how scarcity results in trade.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.E.1.In.a: Identify that people can trade for products that are not available locally. • SS.3.E.1.Su.a: Recognize that people can trade for products

	<p>that are not available locally.</p> <ul style="list-style-type: none"> • SS.3.E.1.Pa.a: Recognize that people trade for items they want or need.
<p>SS.3.E.1.2:</p>	<p>List the characteristics of money.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.E.1.In.b: Recognize characteristics of money, such as portable and recognizable. • SS.3.E.1.Su.b: Recognize a characteristic of money, such as portable. • SS.3.E.1.Pa.b: Recognize coins as money.
<p>SS.3.E.1.3:</p>	<p>Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.E.1.In.c: Recognize the roles of buyers and sellers in exchanging goods and services. • SS.3.E.1.Su.c: Recognize the roles of buyers and sellers in exchanging goods. • SS.3.E.1.Pa.c: Recognize that buyers trade money for goods.
<p>SS.3.E.1.4:</p>	<p>Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.E.1.In.d: Recognize forms of money used in the United States and one other country. • SS.3.E.1.Su.d: Recognize forms of money used in the United States. • SS.3.E.1.Pa.d: Recognize coins as money.
<p>SS.3.G.1.1:</p>	<p>Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.3.G.1.In.a: 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.Su.a: Use a physical map to identify selected geographic information, such as land, water, and coastlines. • SS.3.G.1.Pa.a: Recognize personal location on a pictorial map.
SS.3.G.1.2:	<p>Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.1.In.b: Identify elements on a map, such as key/legend, cardinal directions, and compass rose. • SS.3.G.1.Su.b: Recognize elements on a map, such as a picture key, cardinal directions, and title. • SS.3.G.1.Pa.b: Locate pictures or symbols on a drawing or map.
SS.3.G.1.3:	<p>Label the continents and oceans on a world map.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.1.In.c: Recognize selected continents and oceans on a world map. • SS.3.G.1.Su.c: Recognize a continent and an ocean on a map. • SS.3.G.1.Pa.c: Recognize land and water using a color key on a map.
SS.3.G.1.4:	<p>Name and identify the purpose of maps (physical, political, elevation, population).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.1.In.d: Identify selected maps, such as a physical map and a political map. • SS.3.G.1.Su.d: Recognize a map, such as a physical map or a political map. • SS.3.G.1.Pa.d: Recognize personal location on a pictorial map.

<p><u>SS.3.G.1.5:</u></p>	<p>Compare maps and globes to develop an understanding of the concept of distortion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.1.In.e:</u> Identify differences between maps and globes. • <u>SS.3.G.1.Su.e:</u> Recognize differences between maps and globes. • <u>SS.3.G.1.Pa.e:</u> Recognize land and water using a color key on a map.
<p><u>SS.3.G.1.6:</u></p>	<p>Use maps to identify different types of scale to measure distances between two places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.1.In.f:</u> Use maps to identify distances between two places, such as near or far, closer or farther, and next to. • <u>SS.3.G.1.Su.f:</u> Use maps to recognize distances between two places, such as near or far, and next to. • <u>SS.3.G.1.Pa.f:</u> Locate pictures or symbols on a drawing or map.
<p><u>SS.3.G.2.1:</u></p>	<p>Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.2.In.a:</u> Recognize North America, the United States, and Mexico on a map. • <u>SS.3.G.2.Su.a:</u> Recognize the United States on a map of North America. • <u>SS.3.G.2.Pa.a:</u> Recognize an outline map or image of the United States.
<p><u>SS.3.G.2.2:</u></p>	<p>Identify the five regions of the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.2.In.b:</u> Recognize north, south, east, and west as they relate to the regions of the United States.

	<ul style="list-style-type: none"> • SS.3.G.2.Su.b: Recognize north, south, east, and west in the United States. • SS.3.G.2.Pa.b: Recognize an outline map or image of the United States.
SS.3.G.2.3 :	<p>Label the states in each of the five regions of the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.2.In.c: Recognize selected states in each of the five regions of the United States. • SS.3.G.2.Su.c: Recognize selected states in the United States. • SS.3.G.2.Pa.c: Recognize Florida as the student’s state.
SS.3.G.2.4 :	<p>Describe the physical features of the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.2.In.d: Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean. • SS.3.G.2.Su.d: Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains. • SS.3.G.2.Pa.d: Recognize physical differences between two locations.
SS.3.G.2.5 :	<p>Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.2.In.e: Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades. • SS.3.G.2.Su.e: Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades. • SS.3.G.2.Pa.e: Recognize physical differences between two locations.

<p><u>SS.3.G.2.6:</u></p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.2.In.f:</u> Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. • <u>SS.3.G.2.Su.f:</u> Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. • <u>SS.3.G.2.Pa.f:</u> Recognize physical differences between two locations.
<p><u>SS.3.G.3.1:</u></p>	<p>Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.3.In.a:</u> Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil. • <u>SS.3.G.3.Su.a:</u> Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil. • <u>SS.3.G.3.Pa.a:</u> Recognize differences in climates or vegetation.
<p><u>SS.3.G.3.2:</u></p>	<p>Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.3.G.3.In.b:</u> Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the United States and Canada, and Mexico and the Caribbean. • <u>SS.3.G.3.Su.b:</u> Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and Canada, and Mexico and the Caribbean.

	<ul style="list-style-type: none"> • SS.3.G.3.Pa.b: Recognize an example of a natural resource.
<p>SS.3.G.4.1:</p>	<p>Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.4.In.a: Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming. • SS.3.G.4.Su.a: Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming. • SS.3.G.4.Pa.a: Recognize an environmental influence that affects where people live.
<p>SS.3.G.4.2:</p>	<p>Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.4.In.b: Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean. • SS.3.G.4.Su.b: Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean. • SS.3.G.4.Pa.b: Recognize a difference between cultures.
<p>SS.3.G.4.3:</p>	<p>Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.4.In.c: Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. • SS.3.G.4.Su.c: Recognize a cultural characteristic of a

	<p>population in the United States and a population in Mexico, Canada, or the Caribbean.</p> <ul style="list-style-type: none"> • SS.3.G.4.Pa.c: Recognize a cultural characteristic of a population.
<p>SS.3.G.4.4:</p>	<p>Identify contributions from various ethnic groups to the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.3.G.4.In.d: Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans. • SS.3.G.4.Su.d: Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans. • SS.3.G.4.Pa.d: Recognize a cultural characteristic of a population.



Course: 7721013 Access Social Studies - Grade 2

Direct link to this

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BASIC INFORMATION

Course Number:	7721013
Course Title:	Access Social Studies - Grade 2
Course Abbreviated Title:	Access Social Studies - Grade 2
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(28) Supported(28) Participatory(28)

SS.2.A.1.1:	<p>Examine primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.2.A.1.In.a: Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.• SS.2.A.1.Su.a: Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.• SS.2.A.1.Pa.a: Recognize pictures or artifacts that relate to important people or events.
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<p><u>SS.2.A.1.2:</u></p>	<p>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.A.1.In.b:</u> Use technology and other informational sources to find answers to questions about a historical topic. • <u>SS.2.A.1.Su.b:</u> Use technology and other sources to obtain information about a historical topic. • <u>SS.2.A.1.Pa.b:</u> Recognize a book or picture as a source of information.
<p><u>SS.2.A.2.1:</u></p>	<p>Recognize that Native Americans were the first inhabitants in North America.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.A.2.In.a:</u> Identify early Native Americans. • <u>SS.2.A.2.Su.a:</u> Recognize early Native Americans. • <u>SS.2.A.2.Pa.a:</u> Recognize a characteristic of early Native Americans.
<p><u>SS.2.A.2.2:</u></p>	<p>Compare the cultures of Native American tribes from various geographic regions of the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.A.2.In.b:</u> Identify practices of Native American tribes, such as clothing, housing, and food. • <u>SS.2.A.2.Su.b:</u> Recognize a practice associated with Native American tribes, such as clothing or housing. • <u>SS.2.A.2.Pa.b:</u> Recognize a characteristic of early Native Americans.
<p><u>SS.2.A.2.3:</u></p>	<p>Describe the impact of immigrants on the Native Americans.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.A.2.In.c:</u> Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases. • <u>SS.2.A.2.Su.c:</u> Recognize that some Native Americans lost

	<p>their homes to immigrants.</p> <ul style="list-style-type: none"> • SS.2.A.2.Pa.c: Recognize that people move to live in a new place.
<p>SS.2.A.2.4:</p>	<p>Explore ways the daily life of people living in Colonial America changed over time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.A.2.In.d: Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing. • SS.2.A.2.Su.d: Recognize that people living in colonial America built homes. • SS.2.A.2.Pa.d: Recognize that people move to live in a new place.
<p>SS.2.A.2.5:</p>	<p>Identify reasons people came to the United States throughout history.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.A.2.In.e: Recognize reasons why people came to the United States, such as jobs or freedom. • SS.2.A.2.Su.e: Recognize a reason for moving to a different home, such as jobs. • SS.2.A.2.Pa.e: Recognize that people move to live in a new place.
<p>SS.2.A.2.6:</p>	<p>Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.A.2.In.f: Identify that many immigrants saw the Statue of Liberty as they entered America. • SS.2.A.2.Su.f: Recognize that the Statue of Liberty is in America. • SS.2.A.2.Pa.f: Recognize the Statue of Liberty.
<p>SS.2.A.2.7:</p>	<p>Discuss why immigration continues today.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.A.2.In.g: Recognize reasons why people move to the United States, such as jobs or freedom. • SS.2.A.2.Su.g: Recognize a reason for moving to a different home, such as jobs. • SS.2.A.2.Pa.g: Recognize that people move to live in a new place.
<p>SS.2.A.2.8:</p>	<p>Explain the cultural influences and contributions of immigrants today.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.A.2.In.h: Identify the influences of immigrants today, such as music, art, and foods from various cultures. • SS.2.A.2.Su.h: Recognize food, clothing, and music from another culture. • SS.2.A.2.Pa.h: Recognize differences in food or clothing from other cultures.
<p>SS.2.A.3.1:</p>	<p>Identify terms and designations of time sequence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.A.3.In.a: Identify concepts of time, including days and weeks. • SS.2.A.3.Su.a: Recognize concepts of time, including yesterday, today, and tomorrow. • SS.2.A.3.Pa.a: Recognize concepts of time, such as now or later.
<p>SS.2.C.1.1:</p>	<p>Explain why people form governments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.C.1.In.a: Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship. • SS.2.C.1.Su.a: Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.

	<ul style="list-style-type: none"> • SS.2.C.1.Pa.a: Recognize rules in the classroom, such as cooperating and respecting personal space.
<p>SS.2.C.1.2:</p>	<p>Explain the consequences of an absence of rules and laws.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.C.1.In.b: Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt. • SS.2.C.1.Su.b: Recognize a consequence of not having classroom and school rules, such as people getting hurt. • SS.2.C.1.Pa.b: Associate an action with a consequence, such as a push causing an object to break.
<p>SS.2.C.2.1:</p>	<p>Identify what it means to be a United States citizen either by birth or by naturalization.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.C.2.In.a: Recognize that Americans become citizens by birth or by choice. • SS.2.C.2.Su.a: Recognize an American as a citizen of the United States. • SS.2.C.2.Pa.a: Recognize membership in a group, such as the classroom, family, or community.
<p>SS.2.C.2.2:</p>	<p>Define and apply the characteristics of responsible citizenship.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.C.2.In.b: Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. • SS.2.C.2.Su.b: Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. • SS.2.C.2.Pa.b: Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.

<p><u>SS.2.C.2.3:</u></p>	<p>Explain why United States citizens have guaranteed rights and identify rights.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.C.2.In.c:</u> Identify a right of United States citizens, such as a right to vote or freedom of speech. • <u>SS.2.C.2.Su.c:</u> Recognize a right of United States citizens, such as a right to vote or freedom of speech. • <u>SS.2.C.2.Pa.c:</u> Recognize the right of students to make choices, such as selecting activities or materials.
<p><u>SS.2.C.2.4:</u></p>	<p>Identify ways citizens can make a positive contribution in their community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.C.2.In.d:</u> Recognize ways citizens can contribute to the community, such as volunteering and recycling. • <u>SS.2.C.2.Su.d:</u> Recognize a way citizens can contribute to the community, such as volunteering or recycling. • <u>SS.2.C.2.Pa.d:</u> Recognize a contribution to the school, such as volunteering.
<p><u>SS.2.C.2.5:</u></p>	<p>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.C.2.In.e:</u> Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women. • <u>SS.2.C.2.Su.e:</u> Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman. • <u>SS.2.C.2.Pa.e:</u> Recognize that people from diverse backgrounds make contributions.
<p><u>SS.2.C.3.1:</u></p>	<p>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.C.3.In.a:</u> Recognize that the American government has a

	<p>set of written laws that all people must follow.</p> <ul style="list-style-type: none"> • SS.2.C.3.Su.a: Recognize a law that all Americans must follow. • SS.2.C.3.Pa.a: Recognize a rule in the school.
<p>SS.2.C.3.2:</p>	<p>Recognize symbols, individuals, events, and documents that represent the United States.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.C.3.In.b: Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July. • SS.2.C.3.Su.b: Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington. • SS.2.C.3.Pa.b: Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.
<p>SS.2.E.1.1:</p>	<p>Recognize that people make choices because of limited resources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.E.1.In.a: Recognize that people make choices when there is little or none left of a resource. • SS.2.E.1.Su.a: Recognize when there is little or none left of a resource. • SS.2.E.1.Pa.a: Recognize when there is none left of a resource.
<p>SS.2.E.1.2:</p>	<p>Recognize that people supply goods and services based on consumer demands.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.E.1.In.b: Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor. • SS.2.E.1.Su.b: Recognize that goods fill a need, such as food from a grocery store or clothing from a department store. • SS.2.E.1.Pa.b: Associate a desired item (goods) with a need.

<p><u>SS.2.E.1.3:</u></p>	<p>Recognize that the United States trades with other nations to exchange goods and services.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.E.1.In.c:</u> Recognize that some goods come from other countries. • <u>SS.2.E.1.Su.c:</u> Recognize that some goods come from far away. • <u>SS.2.E.1.Pa.c:</u> Associate a desired item (goods) with its source.
<p><u>SS.2.E.1.4:</u></p>	<p>Explain the personal benefits and costs involved in saving and spending.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.E.1.In.d:</u> Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now. • <u>SS.2.E.1.Su.d:</u> Recognize a benefit of saving, such as having more money for later. • <u>SS.2.E.1.Pa.d:</u> Recognize that a saved item can be used later.
<p><u>SS.2.G.1.1:</u></p>	<p>Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.G.1.In.a:</u> Identify map elements, such as the title, cardinal directions, and key/legend. • <u>SS.2.G.1.Su.a:</u> Recognize map elements on a pictorial map, such as pictures and title. • <u>SS.2.G.1.Pa.a:</u> Recognize a picture or symbol on a drawing of a location.
<p><u>SS.2.G.1.2:</u></p>	<p>Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.2.G.1.In.b:</u> Identify the student's city and state.

	<ul style="list-style-type: none"> • SS.2.G.1.Su.b: Recognize the student’s city and state. • SS.2.G.1.Pa.b: Associate the name of the student’s city with home.
<p>SS.2.G.1.3:</p>	<p>Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.G.1.In.c: Recognize continents and oceans on a map or globe. • SS.2.G.1.Su.c: Recognize land and water on a map or globe. • SS.2.G.1.Pa.c: Recognize land and water in a picture.
<p>SS.2.G.1.4:</p>	<p>Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.2.G.1.In.d: Recognize the United States on a map of North America. • SS.2.G.1.Su.d: Recognize a map of the United States. • SS.2.G.1.Pa.d: Recognize land and water in a picture.



Course: 7721012 Access Social Studies - Grade 1

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BASIC INFORMATION

Course Number:	7721012
Course Title:	Access Social Studies - Grade 1
Course Abbreviated Title:	Access Social Studies - Grade 1
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(29) Supported(29) Participatory(29)

SS.1.A.1.1:	<p>Develop an understanding of a primary source.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.1.A.1.In.a: Identify a primary source, such as pictures or artifacts.• SS.1.A.1.Su.a: Recognize a primary source, such as pictures or artifacts.• SS.1.A.1.Pa.a: Recognize an object or photograph related to a person or event.
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<p><u>SS.1.A.1.2:</u></p>	<p>Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.A.1.In.b:</u> Locate information in pictures or print about a historical topic. • <u>SS.1.A.1.Su.b:</u> Use pictures to answer a question about a historical topic. • <u>SS.1.A.1.Pa.b:</u> Recognize a person as a source of information.
<p><u>SS.1.A.2.1:</u></p>	<p>Understand history tells the story of people and events of other times and places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.A.2.In.a:</u> Recognize examples of people and events from other times in stories. • <u>SS.1.A.2.Su.a:</u> Recognize a story about someone living in a different time. • <u>SS.1.A.2.Pa.a:</u> Recognize a past event.
<p><u>SS.1.A.2.2:</u></p>	<p>Compare life now with life in the past.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.A.2.In.b:</u> Recognize examples of daily life that are different from long ago. • <u>SS.1.A.2.Su.b:</u> Recognize items that did not exist long ago. • <u>SS.1.A.2.Pa.b:</u> Recognize family members of older generations.
<p><u>SS.1.A.2.3:</u></p>	<p>Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.A.2.In.c:</u> Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day. • <u>SS.1.A.2.Su.c:</u> Recognize a national holiday as a way of

	<p>remembering and honoring people and events, such as Thanksgiving or Independence Day.</p> <ul style="list-style-type: none"> • SS.1.A.2.Pa.c: Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving.
<p>SS.1.A.2.4:</p>	<p>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.A.2.In.d: Identify a person from the past who showed bravery, honesty, or responsibility. • SS.1.A.2.Su.d: Recognize a person who showed honesty, bravery, or responsibility. • SS.1.A.2.Pa.d: Recognize a school leader, such as the principal.
<p>SS.1.A.2.5:</p>	<p>Distinguish between historical fact and fiction using various materials.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.A.2.In.e: Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado. • SS.1.A.2.Su.e: Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox. • SS.1.A.2.Pa.e: Recognize a character in a story that is not real.
<p>SS.1.A.3.1:</p>	<p>Use terms related to time to sequentially order events that have occurred in school, home, or community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.A.3.In.a: Identify concepts of time, including yesterday, today, and tomorrow. • SS.1.A.3.Su.a: Recognize concepts of time, including morning and afternoon, related to school activities. • SS.1.A.3.Pa.a: Associate morning with a common school activity, such as circle time.
<p>SS.1.A.3.2:</p>	<p>Create a timeline based on the student's life or school events, using</p>

	<p>primary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.A.3.In.b: Sequence three events in a student’s life using photographs or pictures on a timeline. • SS.1.A.3.Su.b: Sequence two events in a student’s life using photographs or pictures. • SS.1.A.3.Pa.b: Recognize one activity that comes next on a classroom daily schedule.
<p>SS.1.C.1.1:</p>	<p>Explain the purpose of rules and laws in the school and community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.C.1.In.a: Identify reasons for rules that keep students safe in the classroom and school, such as keeping order. • SS.1.C.1.Su.a: Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order. • SS.1.C.1.Pa.a: Associate a classroom rule with a consequence.
<p>SS.1.C.1.2:</p>	<p>Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.C.1.In.b: Identify authority figures in the school, such as the teacher, principal, and cafeteria manager. • SS.1.C.1.Su.b: Recognize an authority figure in the school, such as the teacher or principal. • SS.1.C.1.Pa.b: Recognize the teacher as the classroom leader.
<p>SS.1.C.1.3:</p>	<p>Give examples of the use of power without authority in the school and community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.C.1.In.c: Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing. • SS.1.C.1.Su.c: Recognize an example of the use of power without authority in the classroom or school, such as bullying

	<p>or stealing.</p> <ul style="list-style-type: none"> • SS.1.C.1.Pa.c: Recognize ownership of personal belongings.
<p>SS.1.C.2.1:</p>	<p>Explain the rights and responsibilities students have in the school community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.C.2.In.a: Identify student responsibilities in the classroom and school, such as completing tasks and following rules. • SS.1.C.2.Su.a: Recognize ways to be responsible in the classroom, such as completing tasks. • SS.1.C.2.Pa.a: Associate completing a task with a classroom responsibility.
<p>SS.1.C.2.2:</p>	<p>Describe the characteristics of responsible citizenship in the school community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.C.2.In.b: Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. • SS.1.C.2.Su.b: Recognize a way to be a good citizen in the school, such as by taking care of school property. • SS.1.C.2.Pa.b: Associate completing a task with responsible citizenship in the classroom.
<p>SS.1.C.2.3:</p>	<p>Identify ways students can participate in the betterment of their school and community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.C.2.In.c: Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. • SS.1.C.2.Su.c: Recognize a way to be a good citizen in the school, such as by taking care of school property. • SS.1.C.2.Pa.c: Associate completing a task with responsible citizenship in the classroom.

<p><u>SS.1.C.3.1:</u></p>	<p>Explain how decisions can be made or how conflicts might be resolved in fair and just ways.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.C.3.In.a:</u> Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other. • <u>SS.1.C.3.Su.a:</u> Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other. • <u>SS.1.C.3.Pa.a:</u> Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.
<p><u>SS.1.C.3.2:</u></p>	<p>Recognize symbols and individuals that represent American constitutional democracy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.C.3.In.b:</u> Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president. • <u>SS.1.C.3.Su.b:</u> Recognize symbols that represent America, such as the American flag or Pledge of Allegiance. • <u>SS.1.C.3.Pa.b:</u> Recognize the American flag.
<p><u>SS.1.E.1.1:</u></p>	<p>Recognize that money is a method of exchanging goods and services.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.E.1.In.a:</u> Identify coins and bills as forms of money that can be used to buy things. • <u>SS.1.E.1.Su.a:</u> Identify coins as money that can be used to buy things. • <u>SS.1.E.1.Pa.a:</u> Recognize an item that can be traded for something else in the classroom.
<p><u>SS.1.E.1.2:</u></p>	<p>Define opportunity costs as giving up one thing for another.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.E.1.In.b:</u> Recognize an example of opportunity costs,

	<p>such as giving up watching television to play with a friend.</p> <ul style="list-style-type: none"> • SS.1.E.1.Su.b: Recognize a situation that involves making a choice, such as watching a video or playing a game. • SS.1.E.1.Pa.b: Recognize an item that can be traded for something else in the classroom.
<p>SS.1.E.1.3:</p>	<p>Distinguish between examples of goods and services.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.E.1.In.c: Recognize examples of goods and services. • SS.1.E.1.Su.c: Recognize examples of goods. • SS.1.E.1.Pa.c: Recognize an example of goods.
<p>SS.1.E.1.4:</p>	<p>Distinguish people as buyers, sellers, and producers of goods and services.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.E.1.In.d: Identify the difference between a buyer and seller. • SS.1.E.1.Su.d: Recognize that people buy goods in a store. • SS.1.E.1.Pa.d: Recognize an item that can be traded for something else in the classroom.
<p>SS.1.E.1.5:</p>	<p>Recognize the importance of saving money for future purchases.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.E.1.In.e: Recognize ways that people save money, such as in a bank or other safe place. • SS.1.E.1.Su.e: Recognize a way to save money, such as putting it in a bank. • SS.1.E.1.Pa.e: Recognize that an item can be saved for later.
<p>SS.1.E.1.6:</p>	<p>Identify that people need to make choices because of scarce resources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.E.1.In.f: Recognize that when there is not enough of

	<p>something (scarce resource), people need to make choices, such as sharing, saving, or doing without.</p> <ul style="list-style-type: none"> • SS.1.E.1.Su.f: Recognize when there is not enough of something (scarce resource). • SS.1.E.1.Pa.f: Associate not enough with no more.
<p>SS.1.G.1.1:</p>	<p>Use physical and political/cultural maps to locate places in Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.G.1.In.a: Identify a map of the local community or Florida. • SS.1.G.1.Su.a: Recognize a pictorial map of the local community or Florida. • SS.1.G.1.Pa.a: Recognize a drawing of home or school.
<p>SS.1.G.1.2:</p>	<p>Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.G.1.In.b: Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols. • SS.1.G.1.Su.b: Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols. • SS.1.G.1.Pa.b: Associate an object, picture, or symbol with a location.
<p>SS.1.G.1.3:</p>	<p>Construct a basic map using key elements including cardinal directions and map symbols.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.1.G.1.In.c: Construct a simple map using map symbols. • SS.1.G.1.Su.c: Complete a pictorial map using pictures or symbols for designated areas. • SS.1.G.1.Pa.c: Associate an object, picture, or symbol with a location.

<p><u>SS.1.G.1.4:</u></p>	<p>Identify a variety of physical features using a map and globe.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.G.1.In.d:</u> Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land. • <u>SS.1.G.1.Su.d:</u> Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. • <u>SS.1.G.1.Pa.d:</u> Recognize a picture of land or water.
<p><u>SS.1.G.1.5:</u></p>	<p>Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.G.1.In.e:</u> Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico. • <u>SS.1.G.1.Su.e:</u> Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. • <u>SS.1.G.1.Pa.e:</u> Recognize a picture of land or water.
<p><u>SS.1.G.1.6:</u></p>	<p>Describe how location, weather, and physical environment affect the way people live in our community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.1.G.1.In.f:</u> Recognize selected ways location, weather, and physical environment affect people in the student's community, such as their food, clothing, shelter, transportation, and recreation. • <u>SS.1.G.1.Su.f:</u> Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation. • <u>SS.1.G.1.Pa.f:</u> Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student.



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Course: 7721011 Access Social Studies - Kindergarten

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BASIC INFORMATION

Course Number:	7721011
Course Title:	Access Social Studies - Kindergarten
Course Abbreviated Title:	Access Social Studies - Kindergarten
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(27) Supported(27) Participatory(27)

<u>SS.K.A.1.1:</u>	<p>Develop an understanding of how to use and create a timeline.</p> <p>Access Points:</p> <ul style="list-style-type: none">• <u>SS.K.A.1.In.a:</u> Sequence three events using a simple timeline, such as events in the school day and at home.• <u>SS.K.A.1.Su.a:</u> Sequence two events in the school day to show which comes first.• <u>SS.K.A.1.Pa.a:</u> Recognize the next step in a sequenced activity.
<u>SS.K.A.1.2:</u>	Develop an awareness of a primary source.

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.1.In.b: Examine primary sources, such as photographs or paintings of a famous person. • SS.K.A.1.Su.b: Examine a primary source, such as a photograph. • SS.K.A.1.Pa.b: Associate a photograph or object with a person or event.
<p>SS.K.A.2.1:</p>	<p>Compare children and families of today with those in the past.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.2.In.a: Recognize items from the present and the past, such as clothing and transportation. • SS.K.A.2.Su.a: Recognize clothing from the present and the past. • SS.K.A.2.Pa.a: Recognize a family member.
<p>SS.K.A.2.2:</p>	<p>Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.2.In.b: Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. • SS.K.A.2.Su.b: Recognize a national holiday or celebration, such as Thanksgiving or birthdays. • SS.K.A.2.Pa.b: Associate a celebration with an event, such as a birthday or holiday.
<p>SS.K.A.2.3:</p>	<p>Compare our nation's holidays with holidays of other cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.2.In.c: Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. • SS.K.A.2.Su.c: Recognize a national holiday or celebration, such as Thanksgiving or birthdays.

	<ul style="list-style-type: none"> • SS.K.A.2.Pa.c: Associate a celebration with an event, such as a birthday or holiday.
SS.K.A.2.4:	<p>Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.2.In.d: Identify an act of bravery or honesty in stories about someone from the past, such as George Washington. • SS.K.A.2.Su.d: Recognize a person who showed bravery in stories about the past. • SS.K.A.2.Pa.d: Recognize a person in a story.
SS.K.A.2.5:	<p>Recognize the importance of U.S. symbols.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.2.In.e: Recognize United States symbols, such as the American flag and bald eagle. • SS.K.A.2.Su.e: Recognize a United States symbol, such as the American flag or bald eagle. • SS.K.A.2.Pa.e: Recognize a patriotic song.
SS.K.A.3.1:	<p>Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.3.In.a: Identify concepts of time using words, such as before, after, morning, afternoon, day, and night. • SS.K.A.3.Su.a: Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night. • SS.K.A.3.Pa.a: Associate daytime with a common activity, such as getting dressed.
SS.K.A.3.2:	<p>Explain that calendars represent days of the week and months of the year.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.A.3.In.b: Identify that the numbers on a calendar represent the date of the month. • SS.K.A.3.Su.b: Recognize a calendar. • SS.K.A.3.Pa.b: Associate an object or picture with a daily event, such as story time.
<p>SS.K.C.1.1:</p>	<p>Define and give examples of rules and laws, and why they are important.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.C.1.In.a: Identify a classroom rule. • SS.K.C.1.Su.a: Recognize a classroom rule. • SS.K.C.1.Pa.a: Associate a simple rule with a behavior in the classroom.
<p>SS.K.C.1.2:</p>	<p>Explain the purpose and necessity of rules and laws at home, school, and community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.C.1.In.b: Identify reasons for having rules at home and in the classroom. • SS.K.C.1.Su.b: Recognize reasons for having rules at home and in the classroom. • SS.K.C.1.Pa.b: Associate a simple rule with a behavior in the classroom.
<p>SS.K.C.2.1:</p>	<p>Demonstrate the characteristics of being a good citizen.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.C.2.In.a: Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules. • SS.K.C.2.Su.a: Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing. • SS.K.C.2.Pa.a: Demonstrate a characteristic of being a good

	<p>citizen, such as cooperating in the classroom.</p>
<p>SS.K.C.2.2:</p>	<p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.C.2.In.b: Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns. • SS.K.C.2.Su.b: Recognize a way to avoid conflicts with friends, such as by sharing. • SS.K.C.2.Pa.b: Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.
<p>SS.K.C.2.3:</p>	<p>Describe fair ways for groups to make decisions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.C.2.In.c: Identify fair ways to make a decision, such as listening to other opinions or voting. • SS.K.C.2.Su.c: Recognize a fair way to make a decision, such as raising hands or taking turns. • SS.K.C.2.Pa.c: Associate making decisions with choices.
<p>SS.K.E.1.1:</p>	<p>Describe different kinds of jobs that people do and the tools or equipment used.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.E.1.In.a: Identify school and community workers, such as teachers, police, and firefighters. • SS.K.E.1.Su.a: Recognize a community worker, such as a police officer or firefighter. • SS.K.E.1.Pa.a: Recognize a school worker, such as a teacher or bus driver.
<p>SS.K.E.1.2:</p>	<p>Recognize that United States currency comes in different forms.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.E.1.In.b: Recognize forms of money, such as coins and

	<p>bills.</p> <ul style="list-style-type: none"> • SS.K.E.1.Su.b: Recognize an example of money, such as a coin or bill. • SS.K.E.1.Pa.b: Recognize differences in the appearance of coins.
<p>SS.K.E.1.3:</p>	<p>Recognize that people work to earn money to buy things they need or want.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.E.1.In.c: Recognize that people use money to buy things they need in stores. • SS.K.E.1.Su.c: Recognize an example of a place to buy food, such as a grocery store or restaurant. • SS.K.E.1.Pa.c: Recognize a desired item or activity.
<p>SS.K.E.1.4:</p>	<p>Identify the difference between basic needs and wants.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.E.1.In.d: Identify basic needs, such as food and clothing. • SS.K.E.1.Su.d: Recognize basic needs, such as food and clothing. • SS.K.E.1.Pa.d: Recognize a basic need, such as food or clothing.
<p>SS.K.G.1.1:</p>	<p>Describe the relative location of people, places, and things by using positional words.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.1.In.a: Identify the relative location of an object by using positional words, such as up/down and top/bottom. • SS.K.G.1.Su.a: Identify the relative location of an object as up or down. • SS.K.G.1.Pa.a: Recognize the location of an object or person.
<p>SS.K.G.1.2:</p>	<p>Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.1.In.b: Recognize a map as a drawing of a place. • SS.K.G.1.Su.b: Recognize a picture of a location. • SS.K.G.1.Pa.b: Associate a picture with a place.
<p>SS.K.G.1.3:</p>	<p>Identify cardinal directions (north, south, east, west).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.1.In.c: Recognize selected cardinal directions on a map. • SS.K.G.1.Su.c: Recognize directions in which objects and people move. • SS.K.G.1.Pa.c: Track movement in different directions.
<p>SS.K.G.1.4:</p>	<p>Differentiate land and water features on simple maps and globes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.1.In.d: Recognize a water feature on a map or globe. • SS.K.G.1.Su.d: Recognize a water feature in a picture of a location. • SS.K.G.1.Pa.d: Associate a picture with a place.
<p>SS.K.G.2.1:</p>	<p>Locate and describe places in the school and community.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.2.In.a: Identify a place in the classroom or school. • SS.K.G.2.Su.a: Recognize a place in the classroom or school. • SS.K.G.2.Pa.a: Associate a place with a person or activity in the classroom or school.
<p>SS.K.G.2.2:</p>	<p>Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.2.In.b: Identify features of own home, such as home is where I live and it is on a street.

	<ul style="list-style-type: none"> • SS.K.G.2.Su.b: Recognize a feature of own home, such as home is where I live. • SS.K.G.2.Pa.b: Associate own home with a person or object.
SS.K.G.3.1 :	<p>Identify basic landforms.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.3.In.a: Recognize basic landforms, such as hills and forests. • SS.K.G.3.Su.a: Recognize a basic landform, such as hills or forests. • SS.K.G.3.Pa.a: Associate land with grass, dirt, or trees.
SS.K.G.3.2 :	<p>Identify basic bodies of water.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.3.In.b: Recognize basic bodies of water in the local environment, such as a river and lake. • SS.K.G.3.Su.b: Recognize a basic body of water in the local environment. • SS.K.G.3.Pa.b: Recognize water in the environment.
SS.K.G.3.3 :	<p>Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.K.G.3.In.c: Recognize types of weather and a way weather affects people. • SS.K.G.3.Su.c: Recognize a type of weather and a way weather affects people. • SS.K.G.3.Pa.c: Associate a type of weather with its effect on people.



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Course: 7720060 Access Science - Grade 5

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BASIC INFORMATION

Course Number:	7720060
Course Title:	Access Science - Grade 5
Course Abbreviated Title:	Access Science - Grade 5
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(33) Supported(32) Participatory(23)

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
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	<p>the Milky Way.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.E.5.2:</p>	<p>Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.E.5.3:</p>	<p>Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.E.7.1:</p>	<p>Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.5.E.7.In.1: Label the state of water in each stage of the water cycle.

	<ul style="list-style-type: none"> • 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 :	<p>Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.5.E.7.In.4: Describe types of precipitation, including rain, snow, and hail.

	<ul style="list-style-type: none"> • 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.
<p>SC.5.E.7.5:</p>	<p>Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.E.7.6:</p>	<p>Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.E.7.7:</p>	<p>Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.5.L.15.1:</u></p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.L.15.In.1:</u> 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. • <u>SC.5.L.15.Su.1:</u> Recognize ways that plants and animals can be affected by changes in their habitats, such as lack of food or water. • <u>SC.5.L.15.Pa.1:</u> Recognize what happens when plants don't get water.
<p><u>SC.5.L.17.1:</u></p>	<p>Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.L.17.In.1:</u> Identify features of common plants and animals that enable them to survive in different habitats (environments). • <u>SC.5.L.17.Su.1:</u> Recognize that many different kinds of living things are found in different habitats. • <u>SC.5.L.17.Pa.1:</u> Match common living things with their habitats.
<p><u>SC.5.N.1.1:</u></p>	<p>Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.N.1.In.1:</u> 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. • <u>SC.5.N.1.Su.1:</u> Ask questions about the natural world, use

	<p>selected materials to find information, observe, and identify answers to the question.</p> <ul style="list-style-type: none"> • SC.5.N.1.Pa.1: Explore, observe, and select an object or picture to respond to a question about the natural world.
<p>SC.5.N.1.2:</p>	<p>Explain the difference between an experiment and other types of scientific investigation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.N.1.3:</p>	<p>Recognize and explain the need for repeated experimental trials.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.N.1.4:</p>	<p>Identify a control group and explain its importance in an experiment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.N.1.5:</p>	<p>Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.N.1.6:</p>	<p>Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.N.2.1:</p>	<p>Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.N.2.2:</p>	<p>Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.5.N.2.In.2: Recognize that experiments involve procedures that can be repeated the same way by others.

	<ul style="list-style-type: none"> • 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.
<p>SC.5.P.10.1:</p>	<p>Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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).
<p>SC.5.P.10.2:</p>	<p>Investigate and explain that energy has the ability to cause motion or create change.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.P.10.3:</p>	<p>Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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).

<p><u>SC.5.P.10.4:</u></p>	<p>Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.10.In.4:</u> Demonstrate that electricity can produce heat, light, and sound. • <u>SC.5.P.10.Su.4:</u> Recognize examples of electricity as a producer of heat, light, and sound. • <u>SC.5.P.10.Pa.4:</u> Identify one source of sound, heat, or light that uses electricity.
<p><u>SC.5.P.11.1:</u></p>	<p>Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.11.In.1:</u> Identify the power source and wires (conductors) in an electrical circuit. • <u>SC.5.P.11.Su.1:</u> Recognize the power source in an electrical circuit. • <u>SC.5.P.11.Pa.1:</u> Recognize that electrical systems must be turned on (closed) in order to work.
<p><u>SC.5.P.11.2:</u></p>	<p>Identify and classify materials that conduct electricity and materials that do not.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.11.In.2:</u> Identify materials that conduct electricity. • <u>SC.5.P.11.Su.2:</u> Recognize a material that conducts electricity. • <u>SC.5.P.11.Pa.1:</u> Recognize that electrical systems must be turned on (closed) in order to work.
<p><u>SC.5.P.13.1:</u></p>	<p>Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.13.In.1:</u> Distinguish between movement of an object caused by gravity and movement caused by pushes and pulls. • <u>SC.5.P.13.Su.1:</u> Recognize that gravity causes an object to

	<p>move.</p> <ul style="list-style-type: none"> • SC.5.P.13.Pa.1: Recognize that pushing or pulling makes an object move.
<p>SC.5.P.13.2:</p>	<p>Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.P.13.3:</p>	<p>Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.5.P.13.4:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.5.P.8.1:</u></p>	<p>Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.8.In.1:</u> Identify basic properties of solids, liquids, and gases, such as color, texture, and temperature. • <u>SC.5.P.8.Su.1:</u> Identify the basic properties of solids and liquids, such as color, texture, and temperature. • <u>SC.5.P.8.Pa.1:</u> Distinguish between water as a solid or liquid.
<p><u>SC.5.P.8.2:</u></p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.8.In.2:</u> Identify examples of materials that will dissolve in water and those that will not. • <u>SC.5.P.8.Su.2:</u> Recognize examples of materials that will dissolve in water. • <u>SC.5.P.8.Pa.2:</u> Recognize a common substance that dissolves in water.
<p><u>SC.5.P.8.3:</u></p>	<p>Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.5.P.8.In.3:</u> Identify the observable properties of the parts of a mixture, such as the particle size, shape, and color. • <u>SC.5.P.8.Su.3:</u> Identify the separate parts of a mixture by color or shape. • <u>SC.5.P.8.Pa.3:</u> Separate a group of objects into its parts.
<p><u>SC.5.P.8.4:</u></p>	<p>Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • 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 :	<p>Investigate and describe that many physical and chemical changes are affected by temperature.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

RELATED GLOSSARY TERM DEFINITIONS (43)

Adaptation:	A characteristic of an organism that increases its chance of survival and reproduction in its environment.
Asteroid:	Any of numerous small, often irregularly shaped rocky bodies that orbit the Sun primarily in the asteroid belt, a region between the orbits of Mars and Jupiter.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	The electric or magnetic force exerted by oppositely charged particles, tending to draw or hold the particles together.
Barometric pressure:	The pressure of the atmosphere usually expressed in terms of the height of a column of mercury.
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.

Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Comet:	A celestial body that appears as a fuzzy head usually surrounding a bright nucleus, that has a usually highly eccentric orbit, that consists primarily of ice and dust, and that often develops one or more long tails when near the sun.
Dissolve:	To cause to pass into solution.
Electricity:	The physical phenomena arising from the behavior of electrons and protons that is caused by the attraction of particles with opposite charges and the repulsion of particles with the same charge.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Galaxy:	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Humidity:	The amount of water vapor in the atmosphere, usually expressed as either absolute humidity or relative humidity.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.

Latitude:	A measure of relative position north or south on the Earth's surface, measured in degrees from the equator, which has a latitude of 0°, with the poles having a latitude of 90° north and south.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Planet:	A large body in space that orbits a star and does not produce light of its own.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.

Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Water cycle:	The path water takes as it is being cycled through the environment, including condensation, evaporation, and precipitation.



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Course: 7720050 Access Science - Grade 4

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BASIC INFORMATION

Course Number:	7720050
Course Title:	Access Science - Grade 4
Course Abbreviated Title:	Access Science - Grade 4
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(37) Supported(37) Participatory(33)

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
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	<p>seen in different seasons.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.E.5.2:</p>	<p>Describe the changes in the observable shape of the moon over the course of about a month.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.E.5.3:</p>	<p>Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.E.5.4:</p>	<p>Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.4.E.5.5:</u></p>	<p>Investigate and report the effects of space research and exploration on the economy and culture of Florida.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.4.E.5.In.5:</u> Identify objects and people related to the space program in Florida. • <u>SC.4.E.5.Su.5:</u> Recognize an object or person related to the space program in Florida. • <u>SC.4.E.5.Pa.4:</u> Recognize a space-related object.
<p><u>SC.4.E.6.1:</u></p>	<p>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).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.4.E.6.In.1:</u> Recognize that rocks are classified by the way they are formed, such as sedimentary. • <u>SC.4.E.6.Su.1:</u> Sort rocks according to observable characteristics, including color, shape, and size. • <u>SC.4.E.6.Pa.1:</u> Distinguish rocks from other substances found on the Earth’s surface.
<p><u>SC.4.E.6.2:</u></p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.4.E.6.In.2:</u> Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver. • <u>SC.4.E.6.Su.2:</u> Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color). • <u>SC.4.E.6.Pa.2:</u> Recognize common minerals, such as rock salt, talc, gold, and silver.
<p><u>SC.4.E.6.3:</u></p>	<p>Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.E.6.4:</p>	<p>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).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.E.6.5:</p>	<p>Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.E.6.6:</p>	<p>Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • SC.4.E.6.Pa.6: Recognize water as a resource in Florida.
<p>SC.4.L.16.1:</p>	<p>Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.16.2:</p>	<p>Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.16.3:</p>	<p>Recognize that animal behaviors may be shaped by heredity and learning.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.16.4:</p>	<p>Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-</p>

	<p>bearing plants.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.17.1:</p>	<p>Compare the seasonal changes in Florida plants and animals to those in other regions of the country.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.17.2:</p>	<p>Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.17.3:</p>	<p>Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.4.L.17.In.3: Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat

	<p>plants or other animals for their food.</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.L.17.4:</p>	<p>Recognize ways plants and animals, including humans, can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.1.1:</p>	<p>Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.1.2:</p>	<p>Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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

	<p>self and others.</p> <ul style="list-style-type: none"> • SC.4.N.1.Pa.2: Recognize differences in objects or pictures.
<p>SC.4.N.1.3:</p>	<p>Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.1.4:</p>	<p>Attempt reasonable answers to scientific questions and cite evidence in support.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.1.5:</p>	<p>Compare the methods and results of investigations done by other classmates.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>SC.4.N.1.6:</p>	<p>Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.1.7:</p>	<p>Recognize and explain that scientists base their explanations on evidence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.1.8:</p>	<p>Recognize that science involves creativity in designing experiments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.N.2.1:</p>	<p>Explain that science focuses solely on the natural world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.4.N.2.In.1: Identify that science focuses on the natural world.

	<ul style="list-style-type: none"> • 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 :	<p>Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.10.1 :	<p>Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Investigate and describe that energy has the ability to cause motion or create change.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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).

	<ul style="list-style-type: none"> • SC.4.P.10.Pa.1: Recognize a source of heat energy (fire, heater).
<p>SC.4.P.10.3:</p>	<p>Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.10.4:</p>	<p>Describe how moving water and air are sources of energy and can be used to move things.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.11.2:</p>	<p>Identify common materials that conduct heat well or poorly.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.12.1:</p>	<p>Recognize that an object in motion always changes its position and may change its direction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.4.P.12.In.1: Identify that the position of an object changes

	<p>when the object is in motion.</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.12.2:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.8.1:</p>	<p>Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.8.2:</p>	<p>Identify properties and common uses of water in each of its states.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • SC.4.P.8.Pa.2: Identify ice as a solid.
<p>SC.4.P.8.3:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.8.4:</p>	<p>Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.4.P.9.1:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

RELATED GLOSSARY TERM DEFINITIONS (46)

Attraction :	The electric or magnetic force exerted by oppositely charged particles, tending to draw or hold the particles together.
Axis:	The imaginary line on which an object rotates (e.g., Earth's axis runs through Earth between the North Pole and the South Pole); an imaginary straight line that runs through a body; a reference to the line in a coordinate system or graph.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Consumer:	An organism that feeds on other organisms for food.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fertilization:	The act or process of initiating biological reproduction by insemination or pollination.
Food chain:	Transfer of energy through various stages as a result of feeding patterns of organisms.
Germination:	The beginning of growth, as of a seed, spore, or bud. The germination of most seeds and spores occurs in response to warmth and water.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.

Igneous :	A type of rock that forms from molten or partly molten material that cools and hardens.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Metamorphic :	A type of rock that forms from existing rock because of extreme changes caused by heat, pressure, or chemical environments.
Metamorphosis:	Change in the form and often the habits of an animal during its development after birth or hatching. The transformation of a maggot into an adult fly and of a tadpole into an adult frog are examples of metamorphosis.
Mineral:	A naturally occurring, homogeneous inorganic solid substance having a definite chemical composition and characteristic crystalline structure, color, and hardness.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.

Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Pollination:	The process by which plant pollen is transferred from the male reproductive organs to the female reproductive organs to form seeds. In flowering plants, pollen is transferred from the anther to the stigma by vectors such as the wind or insects.
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Reproduction:	The sexual or asexual process by which organisms generate new individuals of the same kind and perpetuate the species.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sedimentary :	Rock formed from layers of sediment that overlay and squeeze together or are chemically combined.
Sexual reproduction:	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.



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Course: 7720040 Access Science - Grade 3

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BASIC INFORMATION

Course Number:	7720040
Course Title:	Access Science - Grade 3
Course Abbreviated Title:	Access Science - Grade 3
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(26) Supported(24) Participatory(22)

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
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	<p>away that they look like points of light.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.E.5.2:</p>	<p>Identify the Sun as a star that emits energy; some of it in the form of light.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.E.5.3:</p>	<p>Recognize that the Sun appears large and bright because it is the closest star to Earth.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.E.6.1:</p>	<p>Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.I.14.1</p>	<p>Describe structures in plants and their roles in food production,</p>

	<p>support, water and nutrient transport, and reproduction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.L.14.2:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.L.15.1:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.L.15.2:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.3.L.15.In.2: Classify parts of plants into groups based on

	<p>physical characteristics, such as classifying leaves by shape.</p> <ul style="list-style-type: none"> • SC.3.L.15.Su.2: Sort common plants by observable characteristics. • SC.3.L.15.Pa.2: Match plants that are the same.
<p>SC.3.L.17.1:</p>	<p>Describe how animals and plants respond to changing seasons.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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).
<p>SC.3.L.17.2:</p>	<p>Recognize that plants use energy from the Sun, air, and water to make their own food.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.N.1.1:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.N.1.2:</p>	<p>Compare the observations made by different groups using the same</p>

	<p>tools and seek reasons to explain the differences across groups.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.N.1.3:</p>	<p>Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.N.1.4:</p>	<p>Recognize the importance of communication among scientists.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.N.1.5:</p>	<p>Recognize that scientists question, discuss, and check each others' evidence and explanations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.3.N.1.6:</u></p>	<p>Infer based on observation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.N.1.In.1:</u> Ask questions, explore, observe, and identify outcomes. • <u>SC.3.N.1.Su.1:</u> Ask literal questions, explore, observe, and share information. • <u>SC.3.N.1.Pa.1:</u> Explore, observe, and recognize common objects in the natural world.
<p><u>SC.3.N.1.7:</u></p>	<p>Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.N.1.In.1:</u> Ask questions, explore, observe, and identify outcomes. • <u>SC.3.N.1.Su.1:</u> Ask literal questions, explore, observe, and share information. • <u>SC.3.N.1.Pa.1:</u> Explore, observe, and recognize common objects in the natural world.
<p><u>SC.3.N.3.1:</u></p>	<p>Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.N.3.In.1:</u> Recognize meanings of words used in science, such as energy, temperature, and gravity. • <u>SC.3.N.3.Su.1:</u> Recognize meanings of words used in science, such as telescope, environment, and solid. • <u>SC.3.N.3.Pa.1:</u> Recognize common objects related to science by name, such as ice, animal, and plant.
<p><u>SC.3.N.3.2:</u></p>	<p>Recognize that scientists use models to help understand and explain how things work.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • 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 :	<p>Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.10.1 :	<p>Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Recognize that energy has the ability to cause motion or create change.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Demonstrate that light travels in a straight line until it strikes an</p>

	<p>object or travels from one medium to another.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.P.10.4:</p>	<p>Demonstrate that light can be reflected, refracted, and absorbed.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.P.11.1:</p>	<p>Investigate, observe, and explain that things that give off light often also give off heat.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.3.P.11.2:</p>	<p>Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.3.P.8.1:</u></p>	<p>Measure and compare temperatures of various samples of solids and liquids.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.P.8.In.1:</u> Observe and identify the colder/hotter temperature measured on a thermometer. • <u>SC.3.P.8.Su.1:</u> Recognize that a thermometer measures temperature (cold and hot). • <u>SC.3.P.8.Pa.1:</u> Recognize the temperature of items, such as food, as cool or warm.
<p><u>SC.3.P.8.2:</u></p>	<p>Measure and compare the mass and volume of solids and liquids.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.P.8.In.2:</u> Measure the weight of solids or liquids. • <u>SC.3.P.8.Su.2:</u> Sort solid objects by weight (heavy and light). • <u>SC.3.P.8.Pa.2:</u> Recognize the larger of two objects.
<p><u>SC.3.P.8.3:</u></p>	<p>Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.P.8.In.3:</u> Group objects by two observable properties, such as size and shape or color and texture. • <u>SC.3.P.8.Su.3:</u> Sort objects by an observable property, such as size, shape, color, and texture. • <u>SC.3.P.8.Pa.3:</u> Match objects by an observable property, such as size, shape, and color.
<p><u>SC.3.P.9.1:</u></p>	<p>Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.3.P.9.In.1:</u> Describe changes in the state of water as a result of freezing and melting. • <u>SC.3.P.9.Su.1:</u> Identify that water can change from solid to

	<p>liquid state by heating.</p> <ul style="list-style-type: none"> • SC.3.P.9.Pa.1: Recognize that ice can change to water.
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RELATED GLOSSARY TERM DEFINITIONS (28)

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

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

Sun:	The closest star to Earth and the center of our solar system.
Vertebrate:	Any of a large group of chordates of the subphylum Vertebrata (or Craniata), characterized by having a backbone. Vertebrates include fish, amphibians, reptiles, birds, and mammals.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.



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Course: 7720030 Access Science - Grade 2

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BASIC INFORMATION

Course Number:	7720030
Course Title:	Access Science - Grade 2
Course Abbreviated Title:	Access Science - Grade 2
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(27) Supported(27) Participatory(21)

SC.2.E.6.1:	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.
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	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.E.6.2:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.E.6.3:</p>	<p>Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.E.7.1:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • SC.2.E.7.Pa.1: Recognize daily outdoor temperature as hot or cold.
SC.2.E.7.2 :	<p>Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Investigate that air is all around us and that moving air is wind.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>State the importance of preparing for severe weather, lightning, and other weather related events.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • 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 :	<p>Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.2.L.17.2:</u></p>	<p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.L.17.In.2:</u> Recognize that many different kinds of living things are found in different habitats. • <u>SC.2.L.17.Su.2:</u> Recognize that many kinds of living things are found in the environment. • <u>SC.2.L.17.Pa.2:</u> Recognize common living things in the immediate environment.
<p><u>SC.2.N.1.1:</u></p>	<p>Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.N.1.In.1:</u> Ask questions and make observations about things in the natural world. • <u>SC.2.N.1.Su.1:</u> Answer yes and no questions and make observations about common objects and actions in the natural world. • <u>SC.2.N.1.Pa.1:</u> Request a change or help to solve a problem in the environment.
<p><u>SC.2.N.1.2:</u></p>	<p>Compare the observations made by different groups using the same tools.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.N.1.In.2:</u> Identify information about objects based on observation. • <u>SC.2.N.1.Su.2:</u> Identify characteristics of objects based on observation. • <u>SC.2.N.1.Pa.2:</u> Use senses to recognize objects.
<p><u>SC.2.N.1.3:</u></p>	<p>Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • 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.
<p>SC.2.N.1.4:</p>	<p>Explain how particular scientific investigations should yield similar conclusions when repeated.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.N.1.5:</p>	<p>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.N.1.6:</p>	<p>Explain how scientists alone or in groups are always investigating new ways to solve problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.2.P.10.1:</u></p>	<p>Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.P.10.In.1:</u> Identify ways people use electricity in their lives. • <u>SC.2.P.10.Su.1:</u> Recognize a way people use electricity in their lives. • <u>SC.2.P.10.Pa.1:</u> Activate a device that uses electricity.
<p><u>SC.2.P.13.1:</u></p>	<p>Investigate the effect of applying various pushes and pulls on different objects.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.P.13.In.1:</u> Observe and identify that pushing or pulling an object can change the direction of movement of the object. • <u>SC.2.P.13.Su.1:</u> Identify that pushing or pulling an object makes it move. • <u>SC.2.P.13.Pa.1:</u> Recognize that pushing and pulling an object makes it move.
<p><u>SC.2.P.13.2:</u></p>	<p>Demonstrate that magnets can be used to make some things move without touching them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.P.13.In.2:</u> Observe and recognize that magnets can move some objects. • <u>SC.2.P.13.Su.2:</u> Use magnets to cause objects to move. • <u>SC.2.P.13.Pa.1:</u> Recognize that pushing and pulling an object makes it move.
<p><u>SC.2.P.13.3:</u></p>	<p>Recognize that objects are pulled toward the ground unless something holds them up.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.2.P.13.In.3:</u> Identify and demonstrate that an object will fall to the ground when dropped.

	<ul style="list-style-type: none"> • 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 :	<p>Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
SC.2.P.8.1 :	<p>Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Identify objects and materials as solid, liquid, or gas.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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 :	<p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.P.8.4:</p>	<p>Observe and describe water in its solid, liquid, and gaseous states.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.P.8.5:</p>	<p>Measure and compare temperatures taken every day at the same time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.P.8.6:</p>	<p>Measure and compare the volume of liquids using containers of various shapes and sizes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.2.P.9.1:</p>	<p>Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one</p>

	<p>alteration.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
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RELATED GLOSSARY TERM DEFINITIONS (23)

Attraction :	The electric or magnetic force exerted by oppositely charged particles, tending to draw or hold the particles together.
Electricity:	The physical phenomena arising from the behavior of electrons and protons that is caused by the attraction of particles with opposite charges and the repulsion of particles with the same charge.
Energy:	The capacity to do work.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Habitat:	A place in an ecosystem where an organism normally lives.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Liquid:	One of the fundamental states of matter with a definite volume but

	no definite shape.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
Repulsion:	The tendency of particles or bodies of the same electric charge or magnetic polarity to separate.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Skeleton:	The internal structure of vertebrate animals, composed of bone or cartilage, that supports the body, serves as a framework for the attachment of muscles, and protects the vital organs and associated structures.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Sun:	The closest star to Earth and the center of our solar system.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: 7720020 Access Science - Grade 1

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BASIC INFORMATION

Course Number:	7720020
Course Title:	Access Science - Grade 1
Course Abbreviated Title:	Access Science - Grade 1
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(19) Supported(18) Participatory(17)

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.
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	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.1.E.5.In.1: Identify that there are many stars in the sky. • 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.
<p>SC.1.E.5.2:</p>	<p>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.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.E.5.3:</p>	<p>Investigate how magnifiers make things appear bigger and help people see things they could not see without them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.E.5.4:</p>	<p>Identify the beneficial and harmful properties of the Sun.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.F.6.1:</p>	<p>Recognize that water, rocks, soil, and living organisms are found on</p>

	<p>Earth's surface.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.E.6.2:</p>	<p>Describe the need for water and how to be safe around water.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.E.6.3:</p>	<p>Recognize that some things in the world around us happen fast and some happen slowly.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.L.14.1:</p>	<p>Make observations of living things and their environment using the five senses.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.1.L.14.2:</u></p>	<p>Identify the major parts of plants, including stem, roots, leaves, and flowers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.L.14.In.2:</u> Identify the leaf, flower, and stem of a plant. • <u>SC.1.L.14.Su.2:</u> Recognize the leaf and flower of a plant. • <u>SC.1.L.14.Pa.2:</u> Recognize that plants have leaves.
<p><u>SC.1.L.14.3:</u></p>	<p>Differentiate between living and nonliving things.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.L.14.In.3:</u> Identify characteristics of living and nonliving things, including whether they need food or water. • <u>SC.1.L.14.Su.3:</u> Distinguish common living and nonliving things in the environment. • <u>SC.1.L.14.Pa.3:</u> Recognize self and others as living things.
<p><u>SC.1.L.16.1:</u></p>	<p>Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.L.16.In.1:</u> Match offspring of specific animals to adult animals. • <u>SC.1.L.16.Su.1:</u> Recognize that baby plants and animals have parents. • <u>SC.1.L.16.Pa.1:</u> Recognize one's own parents.
<p><u>SC.1.L.17.1:</u></p>	<p>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.L.17.In.1:</u> Observe and recognize that plants and animals need water and food. • <u>SC.1.L.17.Su.1:</u> Observe and recognize that plants and animals need water. • <u>SC.1.L.17.Pa.1:</u> Observe and recognize that people need water.

<p><u>SC.1.N.1.1:</u></p>	<p>Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.N.1.In.1:</u> Request information about the environment. • <u>SC.1.N.1.Su.1:</u> Ask questions about common objects in the environment. • <u>SC.1.N.1.Pa.1:</u> Recognize common objects in the environment.
<p><u>SC.1.N.1.2:</u></p>	<p>Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.N.1.In.2:</u> Use careful observation to identify objects based on size, shape, color, or texture. • <u>SC.1.N.1.Su.2:</u> Recognize differences in objects through observation of size, shape, or color • <u>SC.1.N.1.Pa.2:</u> Recognize common objects as the same.
<p><u>SC.1.N.1.3:</u></p>	<p>Keep records as appropriate - such as pictorial and written records - of investigations conducted.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.N.1.In.3:</u> Draw pictures about investigations conducted. • <u>SC.1.N.1.Su.3:</u> Contribute to group recordings of observations. • <u>SC.1.N.1.Pa.1:</u> Recognize common objects in the environment.
<p><u>SC.1.N.1.4:</u></p>	<p>Ask "how do you know?" in appropriate situations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.1.N.1.In.4:</u> Ask a question about a science investigation. • <u>SC.1.N.1.Su.1:</u> Ask questions about common objects in the environment.

	<ul style="list-style-type: none"> • SC.1.N.1.Pa.1: Recognize common objects in the environment.
<p>SC.1.P.12.1:</p>	<p>Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.P.13.1:</p>	<p>Demonstrate that the way to change the motion of an object is by applying a push or a pull.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.1.P.8.1:</p>	<p>Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

RELATED GLOSSARY TERM DEFINITIONS (12)

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



Course: 7720015 Access Science - Grade Kindergarten

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1751.aspx?ct=1>

BASIC INFORMATION

Course Number:	7720015
Course Title:	Access Science - Grade Kindergarten
Course Abbreviated Title:	Access Science - Grade Kindergarten
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(17) Supported(17) Participatory(15)

SC.K.E.5.1:	Explore the Law of Gravity by investigating how objects are pulled
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	<p>toward the ground unless something holds them up.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.E.5.2:</p>	<p>Recognize the repeating pattern of day and night.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.E.5.3:</p>	<p>Recognize that the Sun can only be seen in the daytime.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.E.5.4:</p>	<p>Observe that sometimes the Moon can be seen at night and sometimes during the day.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.E.5.5:</p>	<p>Observe that things can be big and things can be small as seen from Earth.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.E.5.6:</p>	<p>Observe that some objects are far away and some are nearby as seen from Earth.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.L.14.1:</p>	<p>Recognize the five senses and related body parts.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.L.14.2:</p>	<p>Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.L.14.3:</p>	<p>Observe plants and animals, describe how they are alike and how</p>

	<p>they are different in the way they look and in the things they do.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.N.1.1:</p>	<p>Collaborate with a partner to collect information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.N.1.2:</p>	<p>Make observations of the natural world and know that they are descriptors collected using the five senses.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>SC.K.N.1.3:</p>	<p>Keep records as appropriate -- such as pictorial records -- of investigations conducted.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p><u>SC.K.N.1.4:</u></p>	<p>Observe and create a visual representation of an object which includes its major features.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.N.1.In.3:</u> Observe, explore, and create a visual representation of real objects. • <u>SC.K.N.1.Su.3:</u> Observe, explore, and match pictures to real objects. • <u>SC.K.N.1.Pa.2:</u> Recognize common objects in the natural world through observation.
<p><u>SC.K.N.1.5:</u></p>	<p>Recognize that learning can come from careful observation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.N.1.In.2:</u> Identify information about objects and actions in the natural world through observation. • <u>SC.K.N.1.Su.2:</u> Identify information about objects in the natural world through observation. • <u>SC.K.N.1.Su.3:</u> Observe, explore, and match pictures to real objects. • <u>SC.K.N.1.Pa.2:</u> Recognize common objects in the natural world through observation.
<p><u>SC.K.P.10.1:</u></p>	<p>Observe that things that make sound vibrate.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.P.10.In.1:</u> Identify objects that create specific sounds. • <u>SC.K.P.10.Su.1:</u> Match sounds to specific objects. • <u>SC.K.P.10.Pa.1:</u> Recognize and respond to common sounds.
<p><u>SC.K.P.12.1:</u></p>	<p>Investigate that things move in different ways, such as fast, slow, etc.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.P.12.In.1:</u> Identify ways that things move, such as fast or slow. • <u>SC.K.P.12.Su.1:</u> Recognize that things move. • <u>SC.K.P.12.Pa.1:</u> Track objects in motion.

<p><u>SC.K.P.13.1:</u></p>	<p>Observe that a push or a pull can change the way an object is moving.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.P.13.In.1:</u> Demonstrate pushing or pulling of an object to make it move. • <u>SC.K.P.13.Su.1:</u> Recognize that pushing or pulling an object makes it move. • <u>SC.K.P.13.Pa.1:</u> Track the movement of objects that are pushed or pulled.
<p><u>SC.K.P.8.1:</u></p>	<p>Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.P.8.In.1:</u> Sort objects by observable properties, such as size, shape, or color. • <u>SC.K.P.8.Su.1:</u> Match objects by an observable property, such as size or color. • <u>SC.K.P.8.Pa.1:</u> Recognize two common objects that are identical to each other.
<p><u>SC.K.P.9.1:</u></p>	<p>Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.K.P.9.In.1:</u> Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled. • <u>SC.K.P.9.Su.1:</u> Recognize that the shape of objects, such as paper, changes when cut or torn. • <u>SC.K.P.9.Pa.1:</u> Recognize a change in an object.

RELATED GLOSSARY TERM DEFINITIONS (10)

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



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Course Number: 7715010

Course Title: Physical Education: K – 5

Course Section: Exceptional Student Education – Subject Area

Abbreviated Title: PE K – 5

Course Length: Year

Course Status: DRAFT

GRADE: K

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2	Strike objects using body parts forcefully.
PE.K.M.1.3	Balance a lightweight object on a paddle while moving.
PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.
PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6	Participate in a variety of introductory water skills.
PE.K.M.1.7	Catch a variety of self-tossed objects.
PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.
PE.K.M.1.10	Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
PE.K.M.1.11	Balance on a variety of body parts.
PE.K.M.1.12	Perform a variety of rolling actions.
PE.K.M.1.13	Move in a variety of ways in relation to others.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.K.M.1.In.a	Perform locomotor skills to travel in personal and general space.
PE.K.M.1.In.j	Perform a creative movement sequence with use of one movement concept.
PE.K.M.1.In.k	Balance on a body part.
PE.K.M.1.In.l	Perform more than one rolling action.
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.In.b	Strike a stationary, modified object with a body part.
PE.K.M.1.In.c	Balance a lightweight object on a paddle.
PE.K.M.1.In.d	Strike a modified object using a modified implement.
PE.K.M.1.In.e	Release and catch a large playground ball.
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.In.g	Catch a variety of self-tossed modified objects.
PE.K.M.1.In.h	Roll and throw a variety of modified objects using an underhand motion.
PE.K.M.1.In.i	Throw a variety of objects using an overhand motion.

Supported

PE.K.M.1.Su.a	Perform locomotor skills to travel in general space.
PE.K.M.1.Su.j	Perform a creative movement sequence.

PE.K.M.1.Su.k	Balance on two points of contact.
PE.K.M.1.Su.l	Perform a log roll.
PE.K.M.1.Su.m	Imitate ways to move, such as chasing and fleeing.
PE.K.M.1.Su.b	Swing and make contact with a modified object with a body part.
PE.K.M.1.Su.c	Balance a modified lightweight object on a paddle.
PE.K.M.1.Su.d	Swing and make contact with a modified object using a modified implement.
PE.K.M.1.Su.e	Use two hands to trap a large playground ball.
PE.K.M.1.Su.f	Participate in a variety of selected modified introductory water skills.
PE.K.M.1.Su.g	Use two hands to trap modified objects.
PE.K.M.1.Su.h	Roll and throw a variety of modified objects.
PE.K.M.1.Su.i	Throw a variety of modified objects.

Participatory

PE.K.M.1.Pa.a	Perform guided locomotor skills.
PE.K.M.1.Pa.j	Perform a guided movement.
PE.K.M.1.Pa.k	Balance body to remain stationary.
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.Pa.m	Move from one place to another.
PE.K.M.1.Pa.b	Swing at a stationary, modified object with a body part.
PE.K.M.1.Pa.c	Balance a modified lightweight object on a modified paddle.
PE.K.M.1.Pa.d	Swing at a modified object using a modified implement.
PE.K.M.1.Pa.e	Hold and release modified objects with arms or hands.
PE.K.M.1.Pa.f	Participate in a variety of guided modified introductory water skills.
PE.K.M.1.Pa.g	Hold modified objects with arms or hands.
PE.K.M.1.Pa.h	Roll modified objects.
PE.K.M.1.Pa.i	Swing arm and release modified objects from hand.

Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.K.C.1.1	Recognize locomotor skills.
PE.K.C.1.2	Recognize physical activities have safety rules and procedures.
PE.K.C.1.3	Recognize technology can be utilized during physical activity.
PE.K.C.1.4	Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.
PE.K.C.1.5	Recognize the concept of a dominant hand/foot for throwing/striking patterns.
PE.K.C.1.6	Recite cues for a variety of movement patterns and skills.
PE.K.C.1.7	Identify personal and general space.
PE.K.C.1.8	Recognize movement concepts.
PE.K.C.1.9	Identify body parts.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.K.C.1.In.a	Recognize more than two locomotor skills, such as walk, run, skip, leap, jump, and gallop.
PE.K.C.1.In.b	Recognize that physical activities have safety rules.
PE.K.C.1.In.c	Recognize technology used during physical activity.
PE.K.C.1.In.d	Recognize the dangers of entering a body of water without supervision.
PE.K.C.1.In.e	Associate a dominant hand and foot with throwing or striking.
PE.K.C.1.In.f	Repeat cues for movement patterns or skills.
PE.K.C.1.In.g	Recognize personal and general space.
PE.K.C.1.In.h	Recognize a movement concept, such as direction, pathway, or level.

PE.K.C.1.In.i Recognize body parts, such as head, hands, feet, arms, and legs.

Supported

PE.K.C.1.Su.a Recognize more than one locomotor skill, such as walk, run, skip, leap, jump, and gallop.
PE.K.C.1.Su.b Recognize that a physical activity has safety rules.
PE.K.C.1.Su.c Recognize a technology used during physical activity.
PE.K.C.1.Su.d Associate bodies of water with danger and the need for supervision.
PE.K.C.1.Su.e Associate a dominant hand or foot with throwing or striking.
PE.K.C.1.Su.f Repeat a cue for one movement pattern or skill.
PE.K.C.1.Su.g Recognize location in general space.
PE.K.C.1.Su.h Recognize a directional movement, such as up, down, over, or under.
PE.K.C.1.Su.i Recognize selected body parts, such as head, hands, and feet.

Participatory

PE.K.C.1.Pa.a Associate movement with a locomotor skill, such as walk, run, skip, leap, jump, or gallop.
PE.K.C.1.Pa.b Recognize a safety rule.
PE.K.C.1.Pa.c Associate a technology with a physical activity.
PE.K.C.1.Pa.d Associate bodies of water with danger.
PE.K.C.1.Pa.e Recognize a hand or foot.
PE.K.C.1.Pa.f Associate a cue with a movement pattern or skill.
PE.K.C.1.Pa.g Associate location with general space.
PE.K.C.1.Pa.h Associate movement with a direction.
PE.K.C.1.Pa.i Recognize a body part.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE

BENCHMARK

PE.K.L.1.1 Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.K.L.1.2 Identify opportunities for involvement in physical activities both during and after the school day.
PE.K.L.1.3 Describe physical activity goal-setting.
PE.K.L.1.4 Invite others to participate in physical activities with them.
PE.K.L.1.5 Recognize that physical activity is good for you.
PE.K.L.1.6 Verbally state the search (look left, look right, look left again) used before crossing a roadway.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.K.L.1.In.a Participate in moderate physical activity on a daily basis.
PE.K.L.1.In.b Recognize opportunities for involvement in physical activities both during and after the school day.
PE.K.L.1.In.c Identify a physical activity goal.
PE.K.L.1.In.d Ask others, such as parents, siblings, and friends to participate in physical activities with them.
PE.K.L.1.In.e Recognize that selected physical activities are good for you.
PE.K.L.1.In.f Repeat the search used before crossing a road, such as look left, look right, and look left again.

Supported

PE.K.L.1.Su.a Participate in moderate modified physical activity on a daily basis.
PE.K.L.1.Su.b Recognize opportunities for involvement in modified physical activities both during and after the school day.

PE.K.L.1.Su.c	Recognize a physical activity goal.
PE.K.L.1.Su.d	Welcome others, such as parents, siblings, and friends to participate in physical activities with them.
PE.K.L.1.Su.e	Recognize that a physical activity is good for you.
PE.K.L.1.Su.f	Repeat a model of the search with associated movements used before crossing a road, such as look left, look right, and look left again.

Participatory

PE.K.L.1.Pa.a	Participate in modified physical activity on a daily basis.
PE.K.L.1.Pa.b	Associate selected modified physical activities with experiences during and after the school day.
PE.K.L.1.Pa.c	Associate a goal with completion of a selected physical activity.
PE.K.L.1.Pa.d	Allow others, such as parents, siblings, and friends to participate in physical activities with them.
PE.K.L.1.Pa.e	Associate physical activity with feeling well.
PE.K.L.1.Pa.f	Perform a search using guided movements before crossing a road, such as look left, look right, and look left again.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE

BENCHMARK

PE.K.L.2.1	Recognize that strong muscles help the body perform physical activities.
PE.K.L.2.2	Recognize the physiological signs of physical activity.
PE.K.L.2.3	Recognize the difference in the activity of the heart during rest and while physically active.
PE.K.L.2.4	Participate in a variety of games that increase breathing and heart rate.
PE.K.L.2.5	Recognize that flexibility is important.
PE.K.L.2.6	Differentiate between healthy and unhealthy food choices.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.K.L.2.In.a	Recognize that muscles help you move in physical activities.
PE.K.L.2.In.b	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
PE.K.L.2.In.c	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
PE.K.L.2.In.d	Participate in a variety of activities that increase breathing and heart rate.
PE.K.L.2.In.e	Recognize characteristics of flexibility.
PE.K.L.2.In.f	Identify healthy and unhealthy food choices.

Supported

PE.K.L.2.Su.a	Associate muscles with movement of the body in physical activities.
PE.K.L.2.Su.b	Associate physical activity with increased heart rate or breathing.
PE.K.L.2.Su.c	Associate physical activity with increased heart rate or breathing.
PE.K.L.2.Su.d	Participate in selected activities that increase breathing and heart rate.
PE.K.L.2.Su.e	Recognize a characteristic of flexibility.
PE.K.L.2.Su.f	Recognize healthy and unhealthy food choices.

Participatory

PE.K.L.2.Pa.a	Associate movement with physical activity.
PE.K.L.2.Pa.b	Associate physical activity with physical change.
PE.K.L.2.Pa.c	Associate physical activity with physical change.
PE.K.L.2.Pa.d	Participate safely in an activity that increases breathing and heart rate.
PE.K.L.2.Pa.e	Associate flexibility with movement.
PE.K.L.2.Pa.f	Recognize a healthy food.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
PE.K.R.1.1	Treat others with respect during play.
PE.K.R.1.2	Practice specific skills as assigned until the teacher signals the end of practice.
PE.K.R.1.3	Use equipment safely and properly.
PE.K.R.1.4	Identify sharing with a partner as a way to cooperate.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.K.R.1.In.a	Show respect for others during play.
PE.K.R.1.In.b	Practice assigned skills until the teacher signals the end of practice.
PE.K.R.1.In.c	Use equipment for its intended purpose.
PE.K.R.1.In.d	Identify sharing as a way to work with others.

Supported

PE.K.R.1.Su.a	Show respect for others during selected play activities.
PE.K.R.1.Su.b	Practice until the teacher signals the end of practice.
PE.K.R.1.Su.c	Use the appropriate equipment for a physical activity.
PE.K.R.1.Su.d	Recognize sharing as a way to work with others.

Participatory

PE.K.R.1.Pa.a	Show respect when others are present.
PE.K.R.1.Pa.b	Practice and recognize the teacher's signal to end practice.
PE.K.R.1.Pa.c	Associate the equipment with a physical activity.
PE.K.R.1.Pa.d	Associate sharing with working with others.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE BENCHMARK

PE.K.R.2.1	Identify physical activities that are enjoyable.
PE.K.R.2.2	Willingly try new movements and motor skills.
PE.K.R.2.3	Continue to participate when not successful on the first try.
PE.K.R.2.4	Enjoy participation alone and with others.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.K.R.2.In.a	Recognize physical activities that are enjoyable.
PE.K.R.2.In.b	Willingly try new motor movements.
PE.K.R.2.In.c	Continue to participate when not successful.
PE.K.R.2.In.d	Enjoy playing alone and with others.

Supported

PE.K.R.2.Su.a	Recognize a physical activity that is enjoyable.
PE.K.R.2.Su.b	Willingly try selected new motor movements.
PE.K.R.2.Su.c	Continue to try when not successful.
PE.K.R.2.Su.d	Enjoy playing alone or with others.

Participatory

PE.K.R.2.Pa.a

PE.K.R.2.Pa.b

PE.K.R.2.Pa.c

PE.K.R.2.Pa.d

Associate physical activity with enjoyment.

Try guided motor movements.

Continue to attend when not successful.

Enjoy playing in guided activities.

GRADE: 1

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways, and speeds.
PE.1.M.1.2	Strike an object upward using body parts.
PE.1.M.1.3	Strike a lightweight object upward continuously using a paddle.
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.
PE.1.M.1.5	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6	Demonstrate a variety of basic water skills.
PE.1.M.1.7	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8	Demonstrate an underhand throwing motion for accuracy using correct technique.
PE.1.M.1.9	Demonstrate an overhand throwing motion for distance using correct technique.
PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.
PE.1.M.1.11	Demonstrate a sequence of a balance, a roll, and a different balance.
PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13	Chase, flee, and dodge to avoid or catch 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.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.1.M.1.In.a	Perform locomotor skills to travel in personal and general space.
PE.1.M.1.In.j	Perform a self-designed creative movement/dance sequence with a clear beginning shape and use of one movement concept.
PE.1.M.1.In.k	Demonstrate a sequence of a balance and a roll.
PE.1.M.1.In.l	Perform a transfer of body weight to the hands.
PE.1.M.1.In.m	Move to avoid or catch others.
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.In.b	Strike a modified object upward using a body part.
PE.1.M.1.In.c	Strike a lightweight object upward more than one time using a paddle.
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.In.e	Dribble an object with hands or feet in general space.
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.In.g	Move in more than one direction to catch self-tossed modified objects.
PE.1.M.1.In.h	Use an underhand throwing motion for accuracy.

Supported

PE.1.M.1.Su.a	Perform locomotor skills to travel in general space.
PE.1.M.1.Su.j	Perform a self-designed creative movement/dance sequence with use of one movement concept.
PE.1.M.1.Su.k	Perform a balance and a roll consecutively.
PE.1.M.1.Su.l	Imitate a transfer of body weight to the hands.
PE.1.M.1.Su.m	Move to avoid others.

PE.1.M.1.Su.n	Leap and land safely using at least one piece of equipment.
PE.1.M.1.Su.b	Swing upward and make contact with a modified object using a body part.
PE.1.M.1.Su.c	Strike a lightweight object upward using a modified paddle.
PE.1.M.1.Su.d	Strike a modified stationary object using a modified long-handled implement.
PE.1.M.1.Su.e	Throw or kick an object.
PE.1.M.1.Su.f	Use a variety of modified basic water skills.
PE.1.M.1.Su.g	Move in a direction to trap modified objects with both hands.
PE.1.M.1.Su.h	Perform an underhand throwing motion using modified objects.
PE.1.M.1.Su.i	Perform an overhand throwing motion using modified objects.

Participatory

PE.1.M.1.Pa.a	Perform guided locomotor skills.
PE.1.M.1.Pa.j	Perform a guided movement/dance sequence.
PE.1.M.1.Pa.k	Perform a guided balance and a roll.
PE.1.M.1.Pa.l	Use hands to push against resistance.
PE.1.M.1.Pa.m	Initiate movements to avoid others.
PE.1.M.1.Pa.n	Step and land safely over or on a piece of equipment.
PE.1.M.1.Pa.b	Swing upward at a modified object with a body part.
PE.1.M.1.Pa.c	Swing upward to make contact with a stationary object using a modified paddle.
PE.1.M.1.Pa.d	Swing at a stationary modified object using a modified long-handled implement.
PE.1.M.1.Pa.e	Push a ball with hands or feet.
PE.1.M.1.Pa.f	Perform a variety of guided modified basic water skills.
PE.1.M.1.Pa.g	Trap a rolled modified object with both hands.
PE.1.M.1.Pa.h	Perform a guided tossing motion.
PE.1.M.1.Pa.i	Perform a guided tossing motion.

Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE

BENCHMARK

PE.1.C.1.1	Identify the critical elements of locomotor skills.
PE.1.C.1.2	Identify safety rules and procedures for selected physical activities.
PE.1.C.1.3	Identify technologies that can be utilized to enhance physical activity.
PE.1.C.1.4	Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.
PE.1.C.1.5	Name examples of warm-up and cool-down exercises.
PE.1.C.1.6	Recognize the importance of practicing to improve performance.
PE.1.C.1.7	Use skill cues to improve performance.
PE.1.C.1.8	Identify one's own dominant hand/foot for use with dribbling/striking skills.
PE.1.C.1.9	Identify movement concepts.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.1.C.1.In.a	Identify a characteristic of a variety of locomotor skills.
PE.1.C.1.In.b	Recognize safety rules and procedures for selected physical activities.
PE.1.C.1.In.c	Recognize that technology can be used to enhance physical activity.
PE.1.C.1.In.d	Recognize the rules for safe water activities and the importance of a lifeguard.
PE.1.C.1.In.e	Recognize examples of warm-up and cool-down exercises.
PE.1.C.1.In.f	Recognize own dominant hand and foot.
PE.1.C.1.In.g	Identify the meaning of practice.
PE.1.C.1.In.h	Identify skill cues that are used to improve performances.
PE.1.C.1.In.i	Recognize movement concepts, such as directions, pathways, and levels.

Supported

PE.1.C.1.Su.a	Recognize a characteristic of a locomotor skill.
PE.1.C.1.Su.b	Recognize safety rules for selected physical activities.
PE.1.C.1.Su.c	Recognize a technology that can be used to enhance physical activity.
PE.1.C.1.Su.d	Recognize a rule for safe water activities.
PE.1.C.1.Su.e	Recognize examples of warm-up or cool-down exercises.
PE.1.C.1.Su.f	Recognize own dominant hand or foot.
PE.1.C.1.Su.g	Recognize the meaning of practice.
PE.1.C.1.Su.h	Recognize skill cues that are used to improve performances.
PE.1.C.1.Su.i	Recognize directional movements, such as up, down, over, and under.

Participatory

PE.1.C.1.Pa.a	Recognize a locomotor skill.
PE.1.C.1.Pa.b	Recognize a safety rule for selected physical activities.
PE.1.C.1.Pa.c	Recognize a technology used during physical activity.
PE.1.C.1.Pa.d	Associate bodies of water with danger and the need for supervision.
PE.1.C.1.Pa.e	Recognize an example of a warm-up or cool-down exercise.
PE.1.C.1.Pa.f	Associate own hand or foot with throwing or striking.
PE.1.C.1.Pa.g	Associate practice with repeated movement.
PE.1.C.1.Pa.h	Recognize a skill cue that is used to improve performance.
PE.1.C.1.Pa.i	Associate direction with movement, such as up, down, over, or under.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE

BENCHMARK

PE.1.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.1.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.1.L.1.3	Set physical activity goals.
PE.1.L.1.4	Recognize that there are opportunities for physical activity outside of school.
PE.1.L.1.5	Identify the health benefits of physical activity.
PE.1.L.1.6	Identify edges, pedestrians, vehicles, and traffic.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.1.L.1.In.a	Participate in moderate physical activity on a daily basis.
PE.1.L.1.In.b	Demonstrate involvement in selected physical activities both during and after the school day.
PE.1.L.1.In.c	Select physical activity goals.
PE.1.L.1.In.d	Recognize selected opportunities for involvement in physical activities after the school day.
PE.1.L.1.In.e	Recognize selected health benefits of physical activity.
PE.1.L.1.In.f	Recognize edges, pedestrians, vehicles, and traffic.

Supported

PE.1.L.1.Su.a	Participate in moderate modified physical activity on a daily basis.
PE.1.L.1.Su.b	Demonstrate involvement in modified physical activities both during and after the school day.
PE.1.L.1.Su.c	Select a physical activity goal.
PE.1.L.1.Su.d	Recognize an opportunity for involvement in physical activities after the school day.
PE.1.L.1.Su.e	Recognize a health benefit of physical activity.
PE.1.L.1.Su.f	Recognize edges, vehicles, and traffic.

Participatory

PE.1.L.1.Pa.a	Participate in modified physical activity on a daily basis.
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PE.1.L.1.Pa.b	Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.1.L.1.Pa.c	Select a physical activity for a goal.
PE.1.L.1.Pa.d	Associate involvement in physical activities with experiences after the school day.
PE.1.L.1.Pa.e	Associate physical activity with health.
PE.1.L.1.Pa.f	Recognize the edge of the road.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
PE.1.L.2.1	Describe the benefit of strengthening muscles.
PE.1.L.2.2	Recognize that health-related physical fitness consists of different components.
PE.1.L.2.3	Identify the physiological signs of physical activity.
PE.1.L.2.4	Compare and contrast changes in heart rate before, during, and after physical activity.
PE.1.L.2.5	Recognize his or her heart beats faster during more intense physical activity.
PE.1.L.2.6	Explain the cardiorespiratory benefit of regular participation in physical activity.
PE.1.L.2.7	Properly flex and extend body parts to promote flexibility.
PE.1.L.2.8	Name the food groups.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.1.L.2.In.a	Identify the benefit of strengthening muscles.
PE.1.L.2.In.b	Recognize characteristics of health-related fitness.
PE.1.L.2.In.c	Recognize the physiological signs of physical activity, such as increased heart rate and faster breathing.
PE.1.L.2.In.d	Identify changes in heart rate after physical activity.
PE.1.L.2.In.e	Identify changes in heart rate after physical activity.
PE.1.L.2.In.f	Identify the cardiorespiratory benefit of regular participation in physical activity.
PE.1.L.2.In.g	Demonstrate a safe way to flex and extend a muscle.
PE.1.L.2.In.h	Identify more than one food group.

Supported

PE.1.L.2.Su.a	Recognize the benefit of strengthening muscles.
PE.1.L.2.Su.b	Recognize a characteristic of health-related fitness.
PE.1.L.2.Su.c	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
PE.1.L.2.Su.d	Recognize changes in heart rate after physical activity.
PE.1.L.2.Su.e	Recognize changes in heart rate after physical activity.
PE.1.L.2.Su.f	Recognize the cardiorespiratory benefit of regular participation in physical activity.
PE.1.L.2.Su.g	Imitate a model to flex and extend a muscle.
PE.1.L.2.Su.h	Recognize more than one food group.

Participatory

PE.1.L.2.Pa.a	Associate fitness with strength.
PE.1.L.2.Pa.b	Associate health with physical activity.
PE.1.L.2.Pa.c	Associate physical activity with increased heart rate or breathing.
PE.1.L.2.Pa.d	Associate increased heart rate or breathing with physical activity.
PE.1.L.2.Pa.e	Associate increased heart rate or breathing with physical activity.
PE.1.L.2.Pa.f	Associate participation in physical activity with health benefits.
PE.1.L.2.Pa.g	Perform a guided flex and extension of a muscle.
PE.1.L.2.Pa.h	Recognize more than one kind of food.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
PE.1.R.1.1	Choose playmates without regard to personal differences.
PE.1.R.1.2	Appreciate the benefits that accompany cooperation and sharing.
PE.1.R.1.3	Follow directions during a large group activity.
PE.1.R.1.4	Use equipment and space safely and properly.
PE.1.R.1.5	Display consideration of others while participating on the playground.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.1.R.1.In.a	Choose a variety of playmates.
PE.1.R.1.In.b	Identify benefits that accompany cooperation or sharing.
PE.1.R.1.In.c	Follow directions during a group activity.
PE.1.R.1.In.d	Use equipment and space safely and properly in selected physical activities.
PE.1.R.1.In.e	Display consideration of others on the playground.

Supported

PE.1.R.1.Su.a	Identify a variety of playmates.
PE.1.R.1.Su.b	Recognize benefits that accompany cooperation or sharing.
PE.1.R.1.Su.c	Follow directions during an activity.
PE.1.R.1.Su.d	Use equipment and space safely and properly in a physical activity.
PE.1.R.1.Su.e	Exhibit respect for others on the playground.

Participatory

PE.1.R.1.Pa.a	Play when others are present.
PE.1.R.1.Pa.b	Associate sharing with positive feelings.
PE.1.R.1.Pa.c	Follow directions during a guided activity.
PE.1.R.1.Pa.d	Use equipment and space safely and properly in a guided physical activity.
PE.1.R.1.Pa.e	Exhibit respect for others in selected activities on the playground.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.1.R.2.1	Identify feelings resulting from participation in physical activity.
PE.1.R.2.2	Identify physical activity preferences.
PE.1.R.2.3	Like the challenge of learning new movement skills.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.1.R.2.In.a	Recognize feelings resulting from participation in physical activity.
PE.1.R.2.In.b	Recognize favorite physical activities.
PE.1.R.2.In.c	Enjoy learning new movement skills.

Supported

PE.1.R.2.Su.a	Recognize a feeling resulting from participation in physical activity.
PE.1.R.2.Su.b	Recognize a favorite physical activity.
PE.1.R.2.Su.c	Express a willingness to try new movement skills.

Participatory

PE.1.R.2.Pa.a

PE.1.R.2.Pa.b

PE.1.R.2.Pa.c

Associate a feeling with participation in physical activity.

Associate a physical activity with own preference.

Try new guided movement skills.

GRADE: 2

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
PE.2.M.1.3	Strike an object continuously using a paddle both upward and downward.
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.
PE.2.M.1.5	Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.
PE.2.M.1.6	Perform a variety of fundamental aquatics skills.
PE.2.M.1.7	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
PE.2.M.1.8	Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.
PE.2.M.1.9	Perform one folk or line dance accurately with good technique.
PE.2.M.1.10	Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.
PE.2.M.1.11	Perform at least one skill that requires the transfer of weight to hands.
PE.2.M.1.12	Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.2.M.1.In.a	Perform locomotor skills in a variety of movement settings, including rhythms/dance.
PE.2.M.1.In.j	Demonstrate a sequence of a balance, a roll, and a different balance.
PE.2.M.1.In.k	Perform one guided skill that requires the transfer of weight to hands.
PE.2.M.1.In.l	Move to avoid or catch others while maneuvering around obstacles.
PE.2.M.1.In.b	Strike an object using body parts both upward and downward.
PE.2.M.1.In.c	Strike an object more than one time both upward and downward using a paddle.
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.In.e	Dribble with hands or feet around stationary objects.
PE.2.M.1.In.f	Perform a fundamental aquatics skill, such as prone float with flutter kick and back float recover to standing position.
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.In.h	Use an overhand throwing motion for accuracy at modified targets.
PE.2.M.1.In.i	Perform one folk or line dance.

Supported

PE.2.M.1.Su.a	Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
PE.2.M.1.Su.j	Perform a balance, a roll, and a balance consecutively.
PE.2.M.1.Su.k	Perform a transfer of body weight to the hands.
PE.2.M.1.Su.l	Move to avoid obstacles.
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.Su.c	Strike a modified object both upward and downward using a modified paddle.

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.Su.e	Dribble with hands or feet.
PE.2.M.1.Su.f	Perform a modified fundamental aquatics skill.
PE.2.M.1.Su.g	Move in a direction to trap modified objects softly tossed by a stationary partner.
PE.2.M.1.Su.h	Perform an overhand throwing motion at modified targets.
PE.2.M.1.Su.i	Imitate a pattern of steps associated with a folk or line dance.

Participatory

PE.2.M.1.Pa.a	Perform guided locomotor skills in a variety of movement settings, including rhythms/dance.
PE.2.M.1.Pa.j	Perform a balance and a roll.
PE.2.M.1.Pa.k	Imitate a transfer of body weight to the hands.
PE.2.M.1.Pa.l	Imitate movements to avoid obstacles.
PE.2.M.1.Pa.b	Swing upward and downward at a modified object using a body part.
PE.2.M.1.Pa.c	Swing upward at a modified object using a modified paddle.
PE.2.M.1.Pa.d	Strike a stationary modified object using a modified long-handled implement.
PE.2.M.1.Pa.e	Release and trap a rebounding object with hands or feet.
PE.2.M.1.Pa.f	Perform a guided modified fundamental aquatic skill.
PE.2.M.1.Pa.g	Trap softly-tossed modified objects with both hands.
PE.2.M.1.Pa.h	Toss modified objects at modified targets.
PE.2.M.1.Pa.i	Perform a guided movement associated with folk or line dance.

Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.2.C.1.1	Describe the critical elements of locomotor skills.
PE.2.C.1.2	Understand safety rules and procedures for selected physical activities.
PE.2.C.1.3	Utilize technology to enhance experiences in physical education.
PE.2.C.1.4	Understand the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.1.5	Understand that warm-up and cool-down activities are important.
PE.2.C.1.6	Define offense and defense.
PE.2.C.1.7	Understand that appropriate practice improves performance of movement skills.
PE.2.C.1.8	Apply teacher feedback to effect change in performance.
PE.2.C.1.9	Describe movement concepts.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.2.C.1.In.a	Identify characteristics of locomotor skills.
PE.2.C.1.In.b	Identify safety rules and procedures for selected physical activities.
PE.2.C.1.In.c	Identify technologies that can be used to enhance experiences in physical education.
PE.2.C.1.In.d	Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.1.In.e	Identify that warm-up and cooldown activities are important.
PE.2.C.1.In.f	Identify the difference between offense and defense.
PE.2.C.1.In.g	Identify that practice improves performance of movement skills.
PE.2.C.1.In.h	Identify and use teacher feedback to improve performance.
PE.2.C.1.In.i	Identify movement concepts, such as directions, pathways, and levels.

Supported

PE.2.C.1.Su.a	Recognize characteristics of locomotor skills.
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PE.2.C.1.Su.b	Recognize safety rules and procedures for selected physical activities.
PE.2.C.1.Su.c	Recognize technologies that can be used to enhance experiences in physical education.
PE.2.C.1.Su.d	Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.1.Su.e	Recognize that warm-up and cooldown activities are important.
PE.2.C.1.Su.f	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
PE.2.C.1.Su.g	Recognize that practice improves performance of movement skills.
PE.2.C.1.Su.h	Recognize and use teacher feedback to improve performance.
PE.2.C.1.Su.i	Recognize movement concepts, such as directions, pathways, and levels.

Participatory

PE.2.C.1.Pa.a	Recognize more than one locomotor skill.
PE.2.C.1.Pa.b	Recognize a safety rule and procedure for selected physical activities.
PE.2.C.1.Pa.c	Recognize a technology that can be used to enhance physical activity.
PE.2.C.1.Pa.d	Associate a life jacket (personal flotation device) with a body of water.
PE.2.C.1.Pa.e	Recognize a warm-up and a cool-down exercise.
PE.2.C.1.Pa.f	Recognize taking possession of an object (defense).
PE.2.C.1.Pa.g	Associate practice with improved performance.
PE.2.C.1.Pa.h	Respond to teacher feedback to improve performance.
PE.2.C.1.Pa.i	Recognize a directional movement, such as up, down, over, or under.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.2.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.2.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.2.L.1.3	Set and meet physical activity goals.
PE.2.L.1.4	Describe how opportunities for participation in physical activities change over the seasons.
PE.2.L.1.5	Describe healthful benefits that result from regular participation in physical activity.
PE.2.L.1.6	Identify the proper crossing sequence.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.2.L.1.In.a	Participate in moderate physical activity on a daily basis.
PE.2.L.1.In.b	Demonstrate involvement in selected physical activities both during and after the school day.
PE.2.L.1.In.c	Select and meet physical activity goals.
PE.2.L.1.In.d	Identify how opportunities for participation in physical activities change over the seasons.
PE.2.L.1.In.e	Identify healthful benefits that result from regular participation in physical activity.
PE.2.L.1.In.f	Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

Supported

PE.2.L.1.Su.a	Participate in moderate modified physical activity on a daily basis.
PE.2.L.1.Su.b	Demonstrate involvement in modified physical activities both during and after the school day.
PE.2.L.1.Su.c	Select and meet a physical activity goal.
PE.2.L.1.Su.d	Recognize that opportunities for participation in physical activities change during the year.
PE.2.L.1.Su.e	Recognize healthful benefits that result from regular participation in physical activity.

PE.2.L.1.Su.f Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

Participatory

PE.2.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.2.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.

PE.2.L.1.Pa.c Select and complete a physical activity.

PE.2.L.1.Pa.d Associate a physical activity with a season.

PE.2.L.1.Pa.e Recognize a healthful benefit that results from regular participation in physical activity.

PE.2.L.1.Pa.f Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE

BENCHMARK

PE.2.L.2.1 Recognize how muscular strength and endurance enhance performance in physical activities.

PE.2.L.2.2 Identify the components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).

PE.2.L.2.3 Recognize the physiological signs of moderate to vigorous physical activity.

PE.2.L.2.4 Participate in informal physical fitness assessment.

PE.2.L.2.5 Recognize that technology can be used to assist in the pursuit of physical fitness.

PE.2.L.2.6 Recognize the principles of physical fitness.

PE.2.L.2.7 Explain that a stronger heart muscle can pump more blood with each beat.

PE.2.L.2.8 Engage in sustained physical activity that causes an increased heart rate and heavy breathing.

PE.2.L.2.9 Perform appropriate stretching exercises.

PE.2.L.2.10 Recognize that there are different somatotypes (endomorph, mesomorph, ectomorph).

PE.2.L.2.11 Categorize food into food groups.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.2.L.2.In.a Recognize how strength and endurance are involved in physical activities.

PE.2.L.2.In.j Recognize selected body types.

PE.2.L.2.In.k Identify food in food groups.

PE.2.L.2.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.2.In.c Recognize the physiological signs of moderate physical activity.

PE.2.L.2.In.d Participate in modified informal physical fitness assessment.

PE.2.L.2.In.e Recognize that technology can aid physical fitness.

PE.2.L.2.In.f Recognize selected principles of physical fitness, such as frequency, intensity, or time.

PE.2.L.2.In.g Recognize that a strong heart pumps more blood.

PE.2.L.2.In.h Engage in physical activity that causes an increased heart rate and heavy breathing.

PE.2.L.2.In.i Perform selected stretching exercises.

Supported

PE.2.L.2.Su.a Recognize how strength is involved in physical activities.

PE.2.L.2.Su.j Recognize that bodies differ.

PE.2.L.2.Su.k Recognize food in food groups.

PE.2.L.2.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.2.Su.c	Recognize a physiological sign of moderate physical activity.
PE.2.L.2.Su.d	Participate in selected modified informal physical fitness assessment.
PE.2.L.2.Su.e	Recognize a use of technology in physical fitness.
PE.2.L.2.Su.f	Recognize a principle of physical fitness, such as frequency, intensity, or time.
PE.2.L.2.Su.g	Recognize that a heart pumps blood.
PE.2.L.2.Su.h	Participate in physical activity that causes an increased heart rate and heavy breathing.
PE.2.L.2.Su.i	Perform a stretching exercise.

Participatory

PE.2.L.2.Pa.a	Recognize how strength helps performance.
PE.2.L.2.Pa.j	Recognize the human body.
PE.2.L.2.Pa.k	Recognize different kinds of foods.
PE.2.L.2.Pa.b	Associate strength with health-related physical fitness.
PE.2.L.2.Pa.c	Associate moderate physical activity with increased heart rate.
PE.2.L.2.Pa.d	Participate with assistance in modified informal physical fitness assessment.
PE.2.L.2.Pa.e	Associate a technology with physical fitness.
PE.2.L.2.Pa.f	Associate the frequency of practice with physical fitness.
PE.2.L.2.Pa.g	Recognize that the heart beats.
PE.2.L.2.Pa.h	Participate safely in selected physical activity that increases breathing and heart rate.
PE.2.L.2.Pa.i	Stretch a muscle.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
PE.2.R.1.1	Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.
PE.2.R.1.2	Accept the feelings resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.3	Offer help to others when appropriate.
PE.2.R.1.4	Handle equipment safely by putting it away when not in use.
PE.2.R.1.5	Honestly report the results of work.
PE.2.R.1.6	Successfully resolve conflicts with others.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.2.R.1.In.a	Play with others regardless of personal differences, such as gender, skill level or ethnicity.
PE.2.R.1.In.b	Identify feelings resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.In.c	Ask others if they need help.
PE.2.R.1.In.d	Handle equipment safely by putting it away when not in use in selected physical activities.
PE.2.R.1.In.e	Describe what has been done accurately.
PE.2.R.1.In.f	Cooperate with others to resolve conflict.

Supported

PE.2.R.1.Su.a	Participate in play with a variety of other students.
PE.2.R.1.Su.b	Recognize feelings resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.Su.c	Offer help to others.
PE.2.R.1.Su.d	Handle equipment safely by putting it away when not in use in a physical activity.

PE.2.R.1.Su.e Identify what has been done.
PE.2.R.1.Su.f Ask for help to work things out with others.

Participatory

PE.2.R.1.Pa.a Participate in guided play with others.
PE.2.R.1.Pa.b Recognize a feeling resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.Pa.c Offer help to others when asked.
PE.2.R.1.Pa.d Handle equipment safely by putting it away when not in use in a guided physical activity.
PE.2.R.1.Pa.e Indicate that the work is done.
PE.2.R.1.Pa.f Continue in activity after a conflict has been resolved.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.2.R.2.1	Use physical activity to express feeling.
PE.2.R.2.2	Describe the relationship between skill competence and enjoyment.
PE.2.R.2.3	Begin to function as a member of a cooperative group.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.2.R.2.In.a Use a physical activity, such as a creative dance, to express feeling.
PE.2.R.2.In.b Identify the relationship between skill competence and enjoyment.
PE.2.R.2.In.c Begin to function as a member of a group.

Supported

PE.2.R.2.Su.a Use a physical activity, such as a creative dance, to express a selected feeling.
PE.2.R.2.Su.b Recognize the relationship between doing something well and enjoyment.
PE.2.R.2.Su.c Work in a group.

Participatory

PE.2.R.2.Pa.a Express a feeling while physically active.
PE.2.R.2.Pa.b Associate activities that are done well with enjoyment.
PE.2.R.2.Pa.c Work when others are present.

GRADE: 3

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.3.M.1.1	Apply locomotor skills in a variety of movement settings.
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.
PE.3.M.1.3	Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.
PE.3.M.1.4	Strike both moving and stationary objects using a long-handled implement.
PE.3.M.1.5	Maintain control while dribbling with hands or feet against a defender.
PE.3.M.1.6	Demonstrate a combination of basic swim skills.
PE.3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9	Perform a teacher-designed sequence using manipulatives.
PE.3.M.1.10	Perform one dance accurately and with good technique.
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.
PE.3.M.1.12	Continuously jump a self-turned rope.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.j	Perform one dance, such as square, contra, step, or social.
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.In.l	Jump a self-turned rope.
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.In.c	Strike an object more than once using a paddle demonstrating a forehand pattern.
PE.3.M.1.In.d	Strike a modified moving object using a long-handled implement.
PE.3.M.1.In.e	Control the ball while dribbling with hands or feet.
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.In.g	Move in different directions to catch modified objects of different sizes thrown by a stationary partner.
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.In.i	Perform a teacher-designed sequence using a manipulative, such as tinikling, lumni sticks, or jumping rope.

Supported

PE.3.M.1.Su.a	Perform selected locomotor skills in a variety of movement settings, such as sequences, dances, and games.
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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.Su.k	Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.
PE.3.M.1.Su.l	Jump a turning rope.
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.Su.c	Strike a modified object more than one time with a lateral movement using a paddle.
PE.3.M.1.Su.d	Strike a modified moving object using a modified long-handled implement.
PE.3.M.1.Su.e	Dribble an object in a specified direction with hands or feet.
PE.3.M.1.Su.f	Perform a guided basic swim skill.
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.Su.h	Toss balls of various sizes and weights to a stationary partner.
PE.3.M.1.Su.i	Imitate a teacher-designed movement sequence using a manipulative such as tinkling, lumni sticks, or jumping rope.

Participatory

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.Pa.j	Perform a guided movement associated with a dance, such as square, contra, step, or social.
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.Pa.l	Leap and land safely using at least one piece of equipment.
PE.3.M.1.Pa.b	Strike a stationary modified object from a stationary position using body parts.
PE.3.M.1.Pa.c	Swing at a modified object with a lateral movement using a paddle.
PE.3.M.1.Pa.d	Swing at a modified moving object with a modified long-handled implement.
PE.3.M.1.Pa.e	Throw or kick an object.
PE.3.M.1.Pa.f	Perform a guided modified basic swim skill.
PE.3.M.1.Pa.g	Trap softly tossed modified objects of different sizes with both hands.
PE.3.M.1.Pa.h	Toss modified objects to a stationary partner.
PE.3.M.1.Pa.i	Perform a guided teacher-designed sequence using a manipulative, such as tinkling, lumni sticks, or jumping rope.

Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.3.C.1.1	Identify the importance of purposeful movement and its impact on quality of performance.
PE.3.C.1.2	Understand the importance of safety rules and procedures in all physical activities.
PE.3.C.1.3	Understand that technology can be utilized to assess performance.
PE.3.C.1.4	Identify and explain different items that can be used for assisting in a water related emergency.
PE.3.C.1.5	Identify the reasons for warm-up and cool-down.
PE.3.C.1.6	Describe basic offensive and defensive tactics.
PE.3.C.1.7	Explain how appropriate practice improves performance of movement skills.
PE.3.C.1.8	Analyze peer performance and provide feedback.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.3.C.1.In.a	Identify purposeful movements, such as timing, flow, sequencing, and rhythm.
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PE.3.C.1.In.b	Identify the importance of safety rules and procedures in physical activities.
PE.3.C.1.In.c	Identify that technology can be used to assess performance, such as pedometers, heart-rate monitors, and video.
PE.3.C.1.In.d	Identify items that can be used for assisting in a water-related emergency.
PE.3.C.1.In.e	Recognize reasons for warm-up and cool-down.
PE.3.C.1.In.f	Recognize a basic offensive and defensive tactic.
PE.3.C.1.In.g	Identify how practice improves performance of movement skills.
PE.3.C.1.In.h	Interpret peer performance and offer feedback.

Supported

PE.3.C.1.Su.a	Recognize a purposeful movement, such as timing, flow, sequencing, or rhythm.
PE.3.C.1.Su.b	Recognize the importance of safety rules and procedures in physical activities.
PE.3.C.1.Su.c	Recognize that technology that can be used to assess performance, such as pedometers, heart-rate monitors, and video.
PE.3.C.1.Su.d	Recognize items that can be used for assisting in a water-related emergency.
PE.3.C.1.Su.e	Recognize reasons for warm-up or cool-down.
PE.3.C.1.Su.f	Identify the difference between offense and defense.
PE.3.C.1.Su.g	Recognize how practice improves performance of movement skills.
PE.3.C.1.Su.h	Examine peer performance and offer feedback.

Participatory

PE.3.C.1.Pa.a	Recognize the sequence in purposeful movement, such forward and backward.
PE.3.C.1.Pa.b	Recognize the importance of safety rules and procedures for selected physical activities.
PE.3.C.1.Pa.c	Associate technology with assessing physical performance.
PE.3.C.1.Pa.d	Recognize an item that can be used for assisting in a water-related emergency.
PE.3.C.1.Pa.e	Recognize a reason for warm-up or cool-down.
PE.3.C.1.Pa.f	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
PE.3.C.1.Pa.g	Recognize the practice of movement skills.
PE.3.C.1.Pa.h	Recognize peer performance and offer feedback.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.3.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.3.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.3.L.1.3	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.1.4	Identify opportunities in the school and community for regular participation in physical activities.
PE.3.L.1.5	Use an activity log to maintain a personal record of participation in physical activity over a period of time.
PE.3.L.1.6	Differentiate between the correct and incorrect way to fit a bicycle helmet.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.3.L.1.In.a	Participate in moderate physical activity on a daily basis.
PE.3.L.1.In.b	Demonstrate involvement in selected physical activities both during and after the school day.
PE.3.L.1.In.c	Recognize lifestyle changes, such as taking stairs, cycling, and walking that can be made to increase the level of physical activity.
PE.3.L.1.In.d	Recognize opportunities for involvement in the school and community for regular participation in physical activities.

PE.3.L.1.In.e	Keep a personal record of participation in physical activity over a period of time, such as a week.
PE.3.L.1.In.f	Identify the correct way to fit a bicycle helmet.

Supported

PE.3.L.1.Su.a	Participate in moderate modified physical activity on a daily basis.
PE.3.L.1.Su.b	Demonstrate involvement in modified physical activities both during and after the school day.
PE.3.L.1.Su.c	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.1.Su.d	Recognize selected opportunities for involvement in the school and community for regular participation in physical activities.
PE.3.L.1.Su.e	Record personal participation in physical activity over a period of time, such as a day or week.
PE.3.L.1.Su.f	Recognize the correct way to fit a bicycle helmet.

Participatory

PE.3.L.1.Pa.a	Participate in modified physical activity on a daily basis.
PE.3.L.1.Pa.b	Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.3.L.1.Pa.c	Recognize an activity, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.
PE.3.L.1.Pa.d	Recognize an opportunity for involvement in the school or community for regular participation in physical activities.
PE.3.L.1.Pa.e	Indicate personal participation in physical activity over a period of time, such as a day.
PE.3.L.1.Pa.f	Recognize a person wearing a bicycle helmet correctly.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
PE.3.L.2.1	Describe how muscular strength and endurance enhance performance in physical activities.
PE.3.L.2.2	Match physical fitness assessment events to the associated fitness component.
PE.3.L.2.3	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.2.4	Participate in formal and informal physical fitness assessment.
PE.3.L.2.5	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.L.2.6	Identify principles of physical fitness.
PE.3.L.2.7	Engage in appropriate physical activity that results in the development of cardiorespiratory endurance.
PE.3.L.2.8	Associate results of fitness testing to personal health status and ability to perform various activities.
PE.3.L.2.9	Know how to safely stretch major muscle groups.
PE.3.L.2.10	Identify different somatotypes (endomorph, mesomorph, ectomorph).
PE.3.L.2.11	Identify individual strengths and weaknesses based upon results of a formal fitness test.
PE.3.L.2.12	Read food labels for specific nutrition facts.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.3.L.2.In.a	Identify how muscular strength and endurance enhance performance in physical activities.
PE.3.L.2.In.j	Recognize different body types.
PE.3.L.2.In.k	Recognize individual strengths and weaknesses based on results of formal fitness test.

PE.3.L.2.In.l	Locate nutrition facts on a food label.
PE.3.L.2.In.b	Match selected physical fitness assessment events to the associated fitness component.
PE.3.L.2.In.c	Identify the effect of physical activity on the heart and lungs.
PE.3.L.2.In.d	Participate in modified formal and informal physical fitness assessment.
PE.3.L.2.In.e	Recognize ways that technology can assist in the pursuit of physical fitness.
PE.3.L.2.In.f	Recognize the principles of physical fitness, such as frequency, intensity, or time.
PE.3.L.2.In.g	Engage in physical activity that promotes cardiorespiratory endurance.
PE.3.L.2.In.h	Associate results of fitness testing with ability to perform various activities.
PE.3.L.2.In.i	Identify how to safely stretch a muscle.

Supported

PE.3.L.2.Su.a	Recognize how muscular strength and endurance enhance performance in physical activities.
PE.3.L.2.Su.j	Recognize selected body types.
PE.3.L.2.Su.k	Recognize an area of strength and weakness based on results of formal fitness test.
PE.3.L.2.Su.l	Recognize food labels have food information.
PE.3.L.2.Su.b	Match a physical fitness assessment event to the associated fitness component.
PE.3.L.2.Su.c	Recognize the effect of physical activity on the heart and lungs.
PE.3.L.2.Su.d	Participate in selected modified formal and informal physical fitness assessment.
PE.3.L.2.Su.e	Recognize a way that technology can assist in the pursuit of physical fitness.
PE.3.L.2.Su.f	Recognize selected principles of physical fitness, such as frequency, intensity, or time.
PE.3.L.2.Su.g	Participate in modified physical activity that promotes cardiorespiratory endurance.
PE.3.L.2.Su.h	Associate results of selected fitness testing with ability to perform various activities.
PE.3.L.2.Su.i	Recognize how to safely stretch a muscle.

Participatory

PE.3.L.2.Pa.a	Recognize how endurance helps performance.
PE.3.L.2.Pa.j	Recognize that bodies differ.
PE.3.L.2.Pa.k	Recognize an area of strength after completing a fitness test.
PE.3.L.2.Pa.l	Associate food label with food information.
PE.3.L.2.Pa.b	Recognize a physical fitness assessment event.
PE.3.L.2.Pa.c	Associate physical activity with its effect on the body.
PE.3.L.2.Pa.d	Participate with assistance in modified formal and informal physical fitness assessment.
PE.3.L.2.Pa.e	Recognize a technology used in physical fitness.
PE.3.L.2.Pa.f	Associate the intensity of practice with physical fitness.
PE.3.L.2.Pa.g	Participate safely in guided physical activity that promotes cardiorespiratory endurance.
PE.3.L.2.Pa.h	Associate fitness testing with performance.
PE.3.L.2.Pa.i	Recognize a safe stretch of a muscle.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE

BENCHMARK

PE.3.R.1.1	Work cooperatively with peers of differing skill levels.
PE.3.R.1.2	Willingly try new activities.
PE.3.R.1.3	Take responsibility for his/her own behavior.
PE.3.R.1.4	Cooperate with all class members by sharing and taking turns.
PE.3.R.1.5	Show respect for the views of a peer from a different cultural background.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.3.R.1.In.a	Work with peers of differing skill levels.
PE.3.R.1.In.b	Try new activities.
PE.3.R.1.In.c	Identify possible consequences for own behavior.
PE.3.R.1.In.d	Cooperate with others by sharing and taking turns.
PE.3.R.1.In.e	Show respect for peers from a different cultural background.

Supported

PE.3.R.1.Su.a	Interact with peers of differing skill levels.
PE.3.R.1.Su.b	Try a new activity.
PE.3.R.1.Su.c	Accept praise or correction for own behavior.
PE.3.R.1.Su.d	Cooperate with others by sharing.
PE.3.R.1.Su.e	Show respect for a peer from a different cultural background.

Participatory

PE.3.R.1.Pa.a	Interact with peers.
PE.3.R.1.Pa.b	Try an activity.
PE.3.R.1.Pa.c	Acknowledge a good choice related to own behavior.
PE.3.R.1.Pa.d	Take turns in guided activities.
PE.3.R.1.Pa.e	Show respect for peers.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE

BENCHMARK

PE.3.R.2.1	Seek personally challenging physical activity experiences.
PE.3.R.2.2	Celebrate own accomplishments without gloating.
PE.3.R.2.3	Choose to participate in group physical activities.
PE.3.R.2.4	Appreciate the good performance of others.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.3.R.2.In.a	Select challenging, physically active experiences.
PE.3.R.2.In.b	Celebrate own accomplishments.
PE.3.R.2.In.c	Choose to participate in selected group physical activities.
PE.3.R.2.In.d	Recognize the value of a good performance of others.

Supported

PE.3.R.2.Su.a	Select a challenging, physically active experience.
PE.3.R.2.Su.b	Enjoy own accomplishments.
PE.3.R.2.Su.c	Choose to participate in a group physical activity.
PE.3.R.2.Su.d	Recognize the good performance of others.

Participatory

PE.3.R.2.Pa.a	Select a physically active experience.
PE.3.R.2.Pa.b	Recognize own accomplishments.
PE.3.R.2.Pa.c	Choose to participate in a guided group activity.
PE.3.R.2.Pa.d	Recognize a good performance of others.

GRADE: 4

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
PE.4.M.1.2	Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.
PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
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.
PE.4.M.1.5	Dribble and pass to a moving partner.
PE.4.M.1.6	Perform a variety of swim strokes.
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.
PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
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.
PE.4.M.1.10	Perform two or more dances accurately and with good technique.
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.
PE.4.M.1.12	Run and hurdle a succession of low to medium level obstacles.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.j	Perform more than one dance, such as square, contra, step, or social.
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.In.l	Run and jump over a low or medium level obstacle.
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.In.c	Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.
PE.4.M.1.In.d	Strike both moving and stationary objects with long-handled implements so the objects travel.
PE.4.M.1.In.e	Dribble and pass to a stationary partner.
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.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.In.h	Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.

PE.4.M.1.In.i Perform a teacher-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, while demonstrating purposeful movements and smooth transitions.

Supported

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.Su.j Imitate a pattern of steps associated with a variety of dances.

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.Su.l Walk and jump over a low level obstacle.

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.Su.c Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.

PE.4.M.1.Su.d Strike both moving and stationary objects with long-handled implements.

PE.4.M.1.Su.e Control the ball while dribbling (with hands or feet).

PE.4.M.1.Su.f Perform a guided swim stroke.

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.Su.h Throw a ball in the direction of a stationary partner from varying distances.

PE.4.M.1.Su.i Perform a teacher-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, demonstrating purposeful movements.

Participatory

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.Pa.j Perform a guided movement associated with more than one dance, such as square, contra, step, or social.

PE.4.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.

PE.4.M.1.Pa.l Jump over a low level obstacle.

PE.4.M.1.Pa.b Swing at a moving object from a stationary position using body parts.

PE.4.M.1.Pa.c Swing at a modified object using a modified paddle/racket.

PE.4.M.1.Pa.d Strike a modified moving object with a modified long-handled implement.

PE.4.M.1.Pa.e Throw or kick a ball in a specified direction.

PE.4.M.1.Pa.f Perform a guided modified swim stroke.

PE.4.M.1.Pa.g Trap modified objects of different sizes with both hands tossed from a distance.

PE.4.M.1.Pa.h Toss modified objects from a distance.

PE.4.M.1.Pa.i Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.

Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.4.C.1.1	Understand the importance of purposeful movement in a variety of movement settings to include designing and performing movement routines.
PE.4.C.1.2	Understand the importance of safety in all physical activities, especially those that are high risk.
PE.4.C.1.3	Use technology to gather information about performance.
PE.4.C.1.4	Understand the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.1.5	Identify proper warm-up and cool-down techniques and the reasons for using them.

PE.4.C.1.6	Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.4.C.1.7	Detect errors in personal movement patterns.
PE.4.C.1.8	Compare and contrast skills/sports that use similar movement patterns.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.4.C.1.In.a	Identify the importance of purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
PE.4.C.1.In.b	Identify the importance of safety in all physical activities.
PE.4.C.1.In.c	Use selected technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
PE.4.C.1.In.d	Identify the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.1.In.e	Recognize proper warm-up and cool-down techniques and the reasons for using them.
PE.4.C.1.In.f	Recognize basic offensive and defensive tactics for modified invasion and net activities.
PE.4.C.1.In.g	Recognize errors in personal movement patterns.
PE.4.C.1.In.h	Identify skills and sports that use similar movement patterns.

Supported

PE.4.C.1.Su.a	Recognize the importance of purposeful movements, such as timing, flow, sequencing, or rhythm, in a variety of movement settings including performing movement routines.
PE.4.C.1.Su.b	Recognize the importance of safety in all physical activities.
PE.4.C.1.Su.c	Use a technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
PE.4.C.1.Su.d	Recognize the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.1.Su.e	Recognize a proper warm-up and cool-down technique and the reason for using them.
PE.4.C.1.Su.f	Recognize a basic offensive or defensive tactic for modified invasion and net activities.
PE.4.C.1.Su.g	Recognize an error in personal movement patterns.
PE.4.C.1.Su.h	Identify skills that use similar movement patterns.

Participatory

PE.4.C.1.Pa.a	Recognize sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.
PE.4.C.1.Pa.b	Recognize the importance of safety in selected physical activities.
PE.4.C.1.Pa.c	Recognize a technology, such as video, pedometers or heart-rate monitors, used to assess performance.
PE.4.C.1.Pa.d	Recognize that the sun can be harmful.
PE.4.C.1.Pa.e	Recognize a proper warm-up or cool-down technique and the reason for using it.
PE.4.C.1.Pa.f	Recognize a defensive tactic, such as raising arms and hands in front of face.
PE.4.C.1.Pa.g	Recognize an error in a selected personal movement pattern.
PE.4.C.1.Pa.h	Recognize skills that use similar movement patterns.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.4.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2	Demonstrate involvement in physical activities both during and after the school day.

PE.4.L.1.3	Implement at least one lifestyle behavior to increase physical activity.
PE.4.L.1.4	Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5	Make observations about one's personal level of physical activity.
PE.4.L.1.6	Discuss the importance of wearing a bicycle helmet.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.4.L.1.In.a	Participate in moderate physical activity on a daily basis.
PE.4.L.1.In.b	Demonstrate involvement in selected physical activities both during and after the school day.
PE.4.L.1.In.c	Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
PE.4.L.1.In.d	Use technology to identify selected opportunities for participation in physical activities.
PE.4.L.1.In.e	Identify one's personal level of physical activity.
PE.4.L.1.In.f	Identify a consequence of not wearing a bicycle helmet.

Supported

PE.4.L.1.Su.a	Participate in moderate modified physical activity on a daily basis.
PE.4.L.1.Su.b	Demonstrate involvement in modified physical activities both during and after the school day.
PE.4.L.1.Su.c	Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
PE.4.L.1.Su.d	Use selected technology to recognize selected opportunities for participation in physical activities.
PE.4.L.1.Su.e	Recognize one's personal level of physical activity.
PE.4.L.1.Su.f	Recognize a consequence of not wearing a bicycle helmet.

Participatory

PE.4.L.1.Pa.a	Participate in modified physical activity on a daily basis.
PE.4.L.1.Pa.b	Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.4.L.1.Pa.c	Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
PE.4.L.1.Pa.d	Use a technology to recognize a selected opportunity for participation in physical activities.
PE.4.L.1.Pa.e	Recognize one's personal physical activity.
PE.4.L.1.Pa.f	Associate a bicycle helmet with safety.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
PE.4.L.2.1	Identify the muscles being strengthened during the performance of specific physical activities.
PE.4.L.2.2	Identify several activities related to each component of physical fitness.
PE.4.L.2.3	Recognize that physiological responses to exercise are related to levels of personal fitness.
PE.4.L.2.4	Participate in formal and informal physical fitness assessment.
PE.4.L.2.5	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.L.2.6	Explain principles of physical fitness.
PE.4.L.2.7	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
PE.4.L.2.8	Participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.2.9	Recognize that specific stretches increase flexibility and reduce the chance of injury.

PE.4.L.2.10	Recognize the benefits of maintaining a healthy body composition.
PE.4.L.2.11	Develop strategies for improving selected fitness components.
PE.4.L.2.12	Develop short- and long-term fitness goals.
PE.4.L.2.13	Understand appropriate serving size.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.4.L.2.In.a	Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
PE.4.L.2.In.j	Recognize a benefit of maintaining a healthy body composition.
PE.4.L.2.In.k	Select strategies for improving selected fitness components.
PE.4.L.2.In.l	Select short- and long-term fitness goals.
PE.4.L.2.In.m	Identify a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
PE.4.L.2.In.b	Recognize activities related to each component of physical fitness.
PE.4.L.2.In.c	Recognize that exercise is used to improve personal fitness.
PE.4.L.2.In.d	Participate in modified formal and informal physical fitness assessment.
PE.4.L.2.In.e	Identify ways that technology can assist in the pursuit of physical fitness.
PE.4.L.2.In.f	Identify principles of physical fitness, such as frequency, intensity, or time.
PE.4.L.2.In.g	Maintain an elevated heart rate for a short period of time during an aerobic activity.
PE.4.L.2.In.h	Participate in selected modified physical activities for the purpose of improving physical fitness.
PE.4.L.2.In.i	Recognize that specific stretches reduce the chance of injury.

Supported

PE.4.L.2.Su.a	Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
PE.4.L.2.Su.j	Recognize a characteristic of a healthy body composition.
PE.4.L.2.Su.k	Identify strategies for improving selected fitness components.
PE.4.L.2.Su.l	Identify short- and long-term fitness goals.
PE.4.L.2.Su.m	Recognize a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
PE.4.L.2.Su.b	Recognize an activity related to selected components of physical fitness.
PE.4.L.2.Su.c	Recognize that exercise affects personal fitness.
PE.4.L.2.Su.d	Participate in selected modified formal and informal physical fitness assessment.
PE.4.L.2.Su.e	Recognize ways that technology can assist in the pursuit of physical fitness.
PE.4.L.2.Su.f	Recognize the principles of physical fitness, such as frequency, intensity, or time.
PE.4.L.2.Su.g	Achieve a target heart rate during an aerobic activity
PE.4.L.2.Su.h	Participate in a selected modified physical activity for the purpose of improving physical fitness.
PE.4.L.2.Su.i	Recognize that stretches reduce chances of injury.

Participatory

PE.4.L.2.Pa.a	Associate a physical activity with strengthening a part of the body.
PE.4.L.2.Pa.j	Associate health with body composition.
PE.4.L.2.Pa.k	Recognize a strategy for improving selected fitness components.
PE.4.L.2.Pa.l	Recognize a fitness goal.
PE.4.L.2.Pa.m	Associate serving size with amount of food.
PE.4.L.2.Pa.b	Recognize an activity related to physical fitness.
PE.4.L.2.Pa.c	Associate exercise with personal fitness.
PE.4.L.2.Pa.d	Participate, with assistance, in modified formal and informal physical fitness assessment.
PE.4.L.2.Pa.e	Recognize a way that technology can assist in the pursuit of physical fitness.
PE.4.L.2.Pa.f	Recognize a principle of physical fitness such as frequency, intensity, or time.
PE.4.L.2.Pa.g	Increase heart rate during an aerobic activity.
PE.4.L.2.Pa.h	Participate in guided modified physical activities for the purpose of improving physical fitness.

PE.4.L.2.Pa.i Associate stretching with safety.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
PE.4.R.1.1	Recognize the influence of individual differences on participation in physical activities.
PE.4.R.1.2	Regularly encourage others and refrain from put-down statements.
PE.4.R.1.3	Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.4.R.1.In.a	Recognize the impact of individual differences, such as age, gender, culture, or skill level, in physical activities.
PE.4.R.1.In.b	Encourage others and refrain from put-down statements.
PE.4.R.1.In.c	Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.

Supported

PE.4.R.1.Su.a	Recognize the impact of individual differences, such as age, gender, or skill level, in physical activities.
PE.4.R.1.Su.b	Encourage and be kind to others.
PE.4.R.1.Su.c	Use verbal and non-verbal communication to provide encouragement and assistance for all students.

Participatory

PE.4.R.1.Pa.a	Recognize an individual difference in physical activities.
PE.4.R.1.Pa.b	Communicate encouragement to others.
PE.4.R.1.Pa.c	Use verbal or non-verbal communication to provide encouragement or assistance for all students.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.4.R.2.1	Recognize physical activity as a positive opportunity for social and group interaction.
PE.4.R.2.2	Choose to practice skills for which improvement is needed.
PE.4.R.2.3	Recognize the connection between skill competence and enjoyment of physical activity.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.4.R.2.In.a	Recognize that physical activity is an opportunity for positive social interaction.
PE.4.R.2.In.b	Choose to practice selected skills for which improvement is needed.
PE.4.R.2.In.c	Recognize that enjoyment can come from skill competence.

Supported

PE.4.R.2.Su.a	Recognize that physical activity with others can be a positive experience.
PE.4.R.2.Su.b	Choose to practice a skill for which improvement is needed.
PE.4.R.2.Su.c	Recognize that people enjoy physical activities they do well.

Participatory

PE.4.R.2.Pa.a

PE.4.R.2.Pa.b

PE.4.R.2.Pa.c

Associate physical activity with a positive social experience.

Practice a skill for which improvement is needed.

Recognize that physical activity is enjoyable.

GRADE: 5

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.5.M.1.1	Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands.
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.
PE.5.M.1.3	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
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.
PE.5.M.1.5	Apply dribbling skills in modified games focusing on offensive strategies.
PE.5.M.1.6	Demonstrate proficiency in one or more swim strokes.
PE.5.M.1.7	Catch a variety of objects while traveling and being defended.
PE.5.M.1.8	Throw a leading pass overhand to a moving partner using a variety of objects.
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.
PE.5.M.1.10	Perform a variety of dances accurately and with good technique.
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.

Access Point for Students with Significant Cognitive Disabilities

Independent

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.In.j	Perform a variety of dances, such as square, contra, step, or social, accurately.
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.In.b	Approach and strike a moving object with body parts so that the object travels in the intended direction.
PE.5.M.1.In.c	Strike an object more than one time with a partner using a paddle/racquet.
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.In.e	Use dribbling skills in modified games.
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.In.g	Catch a variety of objects while traveling.
PE.5.M.1.In.h	Throw a pass overhand to a moving partner using a variety of objects.
PE.5.M.1.In.i	Perform a self-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, demonstrating clear shapes, purposeful movements, and smooth transitions.

Supported

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.Su.j	Perform a variety of dances, such as square, contra, step, or social.

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.Su.b	Approach and strike a moving object with body parts so that the object travels.
PE.5.M.1.Su.c	Strike a modified object more than one time to a partner using a paddle/racket.
PE.5.M.1.Su.d	Strike both moving and stationary objects with long-handled implements so the objects travel.
PE.5.M.1.Su.e	Perform dribbling skills in various activities.
PE.5.M.1.Su.f	Perform a swim stroke.
PE.5.M.1.Su.g	Catch a variety of modified objects while traveling.
PE.5.M.1.Su.h	Throw a pass to a moving partner.
PE.5.M.1.Su.i	Perform a self-designed sequence with or without manipulatives, such as tinkling, lumni sticks, or jumping rope, demonstrating clear shapes and purposeful movements.

Participatory

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.Pa.j	Perform a guided movement associated with a variety of dances.
PE.5.M.1.Pa.k	Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.
PE.5.M.1.Pa.b	Strike a moving object from a stationary position using body parts.
PE.5.M.1.Pa.c	Strike a modified object to a partner using a modified paddle/racket.
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.Pa.e	Throw or kick a ball to a stationary partner.
PE.5.M.1.Pa.f	Perform a modified swim stroke.
PE.5.M.1.Pa.g	Move to trap modified objects tossed by a stationary partner.
PE.5.M.1.Pa.h	Toss modified objects to a recipient (partner).
PE.5.M.1.Pa.i	Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.

Strand: COGNITIVE ABILITIES

Standard 1: Identifies, analyzes and evaluates movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.5.C.1.1	Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.
PE.5.C.1.2	Design a new game incorporating skills, rules, and strategies.
PE.5.C.1.3	Apply feedback gathered from the use of technology to enhance performance.
PE.5.C.1.4	Identify and explain the different types of basic water rescue techniques using various types of items.
PE.5.C.1.5	Identify basic practice and conditioning principles that enhance performance.
PE.5.C.1.6	Categorize basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.7	Detect, analyze, and correct errors in personal movement patterns.
PE.5.C.1.8	Compare and contrast skills/sports that use similar patterns/concepts.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.5.C.1.In.a	Identify and demonstrate purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
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PE.5.C.1.In.b	Combine skills and rules into a new game.
PE.5.C.1.In.c	Identify and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
PE.5.C.1.In.d	Identify the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
PE.5.C.1.In.e	Identify basic practice principles that enhance performance.
PE.5.C.1.In.f	Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.In.g	Identify and correct errors in personal movement patterns.
PE.5.C.1.In.h	Identify skills and sports that use similar patterns or concepts.

Supported

PE.5.C.1.Su.a	Recognize and use purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
PE.5.C.1.Su.b	Identify skills and rules of a new game.
PE.5.C.1.Su.c	Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
PE.5.C.1.Su.d	Recognize the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
PE.5.C.1.Su.e	Recognize basic practice principles that enhance performance.
PE.5.C.1.Su.f	Recognize basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.Su.g	Recognize and correct errors in personal movement patterns.
PE.5.C.1.Su.h	Identify skills that use similar patterns or concepts.

Participatory

PE.5.C.1.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.1.Pa.b	Recognize the rules in a game or activity.
PE.5.C.1.Pa.c	Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors, or video.
PE.5.C.1.Pa.d	Recognize items used in water rescue, such as pole, towel, or flotation device.
PE.5.C.1.Pa.e	Recognize a basic practice principle that enhances performance.
PE.5.C.1.Pa.f	Recognize basic offensive or defensive tactics.
PE.5.C.1.Pa.g	Recognize and correct an error in selected personal movement patterns.
PE.5.C.1.Pa.h	Recognize skills that use similar patterns or concepts.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.5.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.5.L.1.2	Demonstrate involvement in physical activities both during and after the school day.
PE.5.L.1.3	Implement lifestyle behaviors to increase physical activity.
PE.5.L.1.4	Use technology and/or information literacy to enhance regular participation in physical activities.
PE.5.L.1.5	Formulate a plan to increase the amount of time spent in physical activity.
PE.5.L.1.6	Discuss the importance of being visible, being predictable, and communicating when cycling.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.5.L.1.In.a	Participate in moderate physical activity on a daily basis.
PE.5.L.1.In.b	Demonstrate involvement in selected physical activities both during and after the school day.

PE.5.L.1.In.c	Use lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
PE.5.L.1.In.d	Use technology and information literacy to identify selected opportunities for participation in physical activities.
PE.5.L.1.In.e	Create a plan to increase the amount of time spent in physical activity.
PE.5.L.1.In.f	Identify the importance of being visible and communicating when cycling.

Supported

PE.5.L.1.Su.a	Participate in moderate modified physical activity on a daily basis.
PE.5.L.1.Su.b	Demonstrate involvement in modified physical activities both during and after the school day.
PE.5.L.1.Su.c	Perform lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
PE.5.L.1.Su.d	Use selected technology and information literacy to recognize selected opportunities for participation in physical activities.
PE.5.L.1.Su.e	Select a plan to increase the amount of time spent in physical activity.
PE.5.L.1.Su.f	Recognize the importance of being visible and communicating when cycling.

Participatory

PE.5.L.1.Pa.a	Participate in modified physical activity on a daily basis.
PE.5.L.1.Pa.b	Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.5.L.1.Pa.c	Recognize one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
PE.5.L.1.Pa.d	Use a technology or information literacy to recognize a selected opportunity for participation in physical activities.
PE.5.L.1.Pa.e	Recognize a plan to increase the amount of time spent in physical activity.
PE.5.L.1.Pa.f	Recognize the importance of being visible when cycling.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
PE.5.L.2.1	Differentiate between muscular strength and muscular endurance.
PE.5.L.2.2	Participate in selected activities that develop and maintain each component of physical fitness.
PE.5.L.2.3	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
PE.5.L.2.4	Explain how technology can assist in the pursuit of physical fitness.
PE.5.L.2.5	Apply principles of physical fitness to exercise.
PE.5.L.2.6	Identify the heart rate intensity that is necessary to enhance cardiorespiratory endurance.
PE.5.L.2.7	Regularly participate in physical activity for the purpose of improving physical fitness.
PE.5.L.2.8	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.2.9	Describe the benefits of maintaining a healthy body composition.
PE.5.L.2.10	Evaluate progress toward short and long-term fitness goals.
PE.5.L.2.11	Explain the consequences of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.12	Plan a menu for a balanced meal.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.5.L.2.In.a	Identify muscular strength and muscular endurance.
PE.5.L.2.In.j	Examine progress in achieving short- and long-term fitness goals.

PE.5.L.2.In.k	Describe the consequences of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.In.l	Identify food for a balanced meal.
PE.5.L.2.In.b	Participate in activities that develop and maintain selected components of physical fitness.
PE.5.L.2.In.c	Examine personal physical fitness assessment results and use strategies to enhance performance.
PE.5.L.2.In.d	Describe how technology can assist in the pursuit of physical fitness.
PE.5.L.2.In.e	Use principles of physical fitness, such as frequency, intensity, and time.
PE.5.L.2.In.f	Recognize the heart rate intensity that enhances cardiorespiratory endurance.
PE.5.L.2.In.g	Regularly participate in modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.In.h	Identify selected stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.2.In.i	Identify the benefits of maintaining a healthy body composition.

Supported

PE.5.L.2.Su.a	Recognize muscular strength and muscular endurance.
PE.5.L.2.Su.j	Identify progress in achieving short- and long-term fitness goals.
PE.5.L.2.Su.k	Identify consequences of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.Su.l	Recognize food for a balanced meal.
PE.5.L.2.Su.b	Participate in activities that develop and maintain a component of physical fitness.
PE.5.L.2.Su.c	Identify personal physical fitness assessment results and use strategies to enhance performance.
PE.5.L.2.Su.d	Identify a way that technology can assist in the pursuit of physical fitness.
PE.5.L.2.Su.e	Use selected principles of physical fitness, such as frequency, intensity, or time.
PE.5.L.2.Su.f	Recognize that heart rate intensity affects cardiorespiratory endurance.
PE.5.L.2.Su.g	Regularly participate in selected modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.Su.h	Recognize selected stretching exercises to perform prior to physical activity.
PE.5.L.2.Su.i	Recognize a benefit of maintaining a healthy body composition.

Participatory

PE.5.L.2.Pa.a	Recognize muscular strength or muscular endurance.
PE.5.L.2.Pa.j	Recognize progress in achieving fitness goals.
PE.5.L.2.Pa.k	Recognize a consequence of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.Pa.l	Recognize food in a balanced meal.
PE.5.L.2.Pa.b	Participate in a guided activity that develops and maintains a component of physical fitness.
PE.5.L.2.Pa.c	Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.
PE.5.L.2.Pa.d	Recognize ways that technology can assist in the pursuit of physical fitness.
PE.5.L.2.Pa.e	Use a selected principle of physical fitness, such as frequency, intensity, or time.
PE.5.L.2.Pa.f	Associate heart rate intensity with physical fitness.
PE.5.L.2.Pa.g	Regularly participate in guided modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.Pa.h	Associate a stretching exercise with flexibility.
PE.5.L.2.Pa.i	Recognize a characteristic of a healthy body composition.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
PE.5.R.1.1	Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.2	Arrange equipment safely in a manner appropriate for specific skill practice.
PE.5.R.1.3	Work productively with a partner to improve performance.
PE.5.R.1.4	Recognize and appreciate similar and different activity choices of peers.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.5.R.1.In.a	Recognize selected positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.In.b	Arrange equipment safely and appropriately for practice.
PE.5.R.1.In.c	Work with a partner to improve performance.
PE.5.R.1.In.d	Recognize similar and different activity choices of peers.

Supported

PE.5.R.1.Su.a	Recognize a positive attribute that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.Su.b	Arrange equipment safely for practice.
PE.5.R.1.Su.c	Work with a partner.
PE.5.R.1.Su.d	Recognize different activity choices made by peers.

Participatory

PE.5.R.1.Pa.a	Recognize a positive attribute in another person in physical activities.
PE.5.R.1.Pa.b	Select equipment to begin an activity.
PE.5.R.1.Pa.c	Work with a partner in a guided activity.
PE.5.R.1.Pa.d	Recognize activity choices of others.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.5.R.2.1	Recognize that participation in physical activity is a source of self-expression and meaning.
PE.5.R.2.2	Defend the benefits of physical activity.
PE.5.R.2.3	Identify enjoyable physical activities.

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.5.R.2.In.a	Recognize that participation in physical activity can be challenging, pleasurable, and fun.
PE.5.R.2.In.b	Identify benefits of physical activity.
PE.5.R.2.In.c	Identify selected enjoyable physical activities.

Supported

PE.5.R.2.Su.a	Recognize that participation in physical activity can be fun and pleasurable.
PE.5.R.2.Su.b	Recognize benefits of physical activity.
PE.5.R.2.Su.c	Recognize selected enjoyable physical activities.

Participatory

PE.5.R.2.Pa.a	Recognize that participation in physical activity can be fun.
PE.5.R.2.Pa.b	Recognize a benefit of physical activity.
PE.5.R.2.Pa.c	Recognize an enjoyable physical activity.

Course Number: 7713010
Course Title: Music K–5
Course Section: Exceptional Student Education – Subject Area
Abbreviated Title: Music K–5
Course Length: Year
Course Status: DRAFT

Course: Music–Kindergarten to Grade 5

BASIC INFORMATION

Course Title:	Music–Kindergarten to Grade 5
Course Number:	7713010
Course Abbreviated Title:	MUSIC K–5
Course Path:	Section: Exceptional Student Education » Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	N/A
Course Length:	Year

Kindergarten

SC.K.P.10.1	<p>Observe that things that make sound vibrate.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.K.P.10.In.a Identify objects that create specific sounds. • SC.K.P.10.Su.a Match sounds to specific objects. • SC.K.P.10.Pa.a Recognize and respond to common sounds.
DA.K.O.3.1	<p>Use movement to express a feeling, idea, or story.</p> <p>Access Points: None</p>
DA.K.S.3.3	<p>Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</p> <p>Access Points: None</p>
LACC.1.RL.1.2	<p>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Access Points: None</p>

<p>LACC.K.RL.4.10</p>	<p>Actively engage in group reading activities with purpose and understanding.</p> <p>Access Points: None</p>
<p>TH.K.S.1.3</p>	<p>Describe personal preferences related to a performance.</p> <p>Access Points: None</p>
<p>MU.K.C.1.1</p>	<p>Respond to music from various sound sources to show awareness of steady beat.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse. • MU.K.C.1.In.b Recognize selected sounds from various sound sources. • MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices. • MU.K.C.1.Su.a Respond to music from various sources. • MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources. • MU.K.C.1.Su.c Explore sounds from various sound sources. • MU.K.C.1.Pa.a Attend to sounds from various sources.
<p>MU.K.C.1.2</p>	<p>Identify various sounds in a piece of music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse. • MU.K.C.1.In.b Recognize selected sounds from various sound sources. • MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices. • MU.K.C.1.Su.a Respond to music from various sources. • MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources. • MU.K.C.1.Su.c Explore sounds from various sound sources. • MU.K.C.1.Pa.a Attend to sounds from various sources.
<p>MU.K.C.1.3</p>	<p>Identify, visually and aurally, pitched and unpitched classroom instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse. • MU.K.C.1.In.b Recognize selected sounds from various sound sources. • MU.K.C.1.In.c Distinguish between singing, speaking, and

	<p>whispering voices.</p> <ul style="list-style-type: none"> • MU.K.C.1.Su.a Respond to music from various sources. • MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources. • MU.K.C.1.Su.c Explore sounds from various sound sources. • MU.K.C.1.Pa.a Attend to sounds from various sources.
<p>MU.K.C.1.4</p>	<p>Identify singing, speaking, and whispering voices.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse. • MU.K.C.1.In.b Recognize selected sounds from various sound sources. • MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices. • MU.K.C.1.Su.a Respond to music from various sources. • MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources. • MU.K.C.1.Su.c Explore sounds from various sound sources. • MU.K.C.1.Pa.a Attend to sounds from various sources.
<p>MU.K.C.2.1</p>	<p>Identify similarities and/or differences in a performance.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.C.3.1</p>	<p>Share opinions about selected pieces of music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.H.1.1</p>	<p>Respond to music from diverse cultures through singing and movement.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.K.H.2.1</p>	<p>Respond to and/or perform folk music of American cultural sub-groups.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.H.3.1</p>	<p>Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.O.1.2</p>	<p>Identify similarities and differences in melodic phrases and/or rhythm patterns.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.O.3.1</p>	<p>Respond to music to demonstrate how it makes one feel.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.S.1.1</p>	<p>Improvise a response to a musical question sung or played by someone else.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.K.S.2.1</p>	<p>Sing or play songs from memory.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.S.3.1</p>	<p>Sing songs of limited range appropriate to the young child and use the head voice.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.S.3.2</p>	<p>Perform simple songs and accompaniments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.S.3.3</p>	<p>Match pitches in a song or musical phrase in one or more keys.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.K.S.3.4</p>	<p>Imitate simple rhythm patterns played by the teacher or a peer.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

Grade 1

DA.1.O.3.1	Create movement phrases to express a feeling, idea, or story. Access Points: None
DA1.S.3.4	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. Access Points: None
LACC.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Access Points: None
TH.1.S.1.3	Explain personal preferences related to a performance.
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. Access Points: <ul style="list-style-type: none">• MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.• MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.• 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.Su.b Recognize differences in pitch.• 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. Access Points: <ul style="list-style-type: none">• MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.• MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.• 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.

	<ul style="list-style-type: none"> • MU.1.C.1.Su.b Recognize differences in pitch. • MU.1.C.1.Pa.a Explore sounds from various sound sources.
MU.1.C.1.3	<p>Classify instruments into pitched and unpitched percussion families.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece. • MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments. • 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.Su.b Recognize differences in pitch. • MU.1.C.1.Pa.a Explore sounds from various sound sources.
MU.1.C.1.4	<p>Differentiate between music performed by one singer and music performed by a group of singers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece. • MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments. • 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.Su.b Recognize differences in pitch. • MU.1.C.1.Pa.a Explore sounds from various sound sources.
MU.1.C.2.1	<p>Identify the similarities and differences between two performances of a familiar song.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.1.C.3.1</p>	<p>Share different thoughts or feelings people have about selected pieces of music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.F.1.1</p>	<p>Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.F.2.1</p>	<p>Describe how he or she likes to participate in music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.F.3.1</p>	<p>Demonstrate appropriate manners and teamwork necessary for success in a music classroom.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.H.1.1</p>	<p>Perform simple songs, dances, and musical games from a variety of cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.1.O.1.1</p>	<p>Respond to contrasts in music as a foundation for understanding structure.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure. • MU.1.O.1.In.b Imitate patterns of a simple, four measure song or speech piece. • MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure. • MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm. • MU.1.O.1.Pa.a Explore a variety of music.
<p>MU.1.O.1.2</p>	<p>Identify patterns of a simple, four-measure song or speech piece.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure. • MU.1.O.1.In.b Imitate patterns of a simple, four measure song or speech piece. • MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure. • MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm. • MU.1.O.1.Pa.a Explore a variety of music.
<p>MU.1.O.3.1</p>	<p>Respond to changes in tempo and/or dynamics within musical examples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.S.1.1</p>	<p>Improvise a four-beat response to a musical question sung or played by someone else.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.S.1.2</p>	<p>Create short melodic and rhythmic patterns based on teacher-established guidelines.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.S.2.1</p>	<p>Sing or play songs, which may include changes in verses or repeats, from memory.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.1.S.3.1</p>	<p>Sing simple songs in a group, using head voice and maintaining pitch.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.S.3.In.a Sing or play songs from memory. • MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. • MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Su.a Sing or play songs from a model. • MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Su.c Respond to traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Pa.a Respond to familiar songs. • MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
<p>MU.1.S.3.2</p>	<p>Play three- to five-note melodies and/or accompaniments on classroom instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.S.3.In.a Sing or play songs from memory. • MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.

	<ul style="list-style-type: none"> • MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Su.a Sing or play songs from a model. • MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Su.c Respond to traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Pa.a Respond to familiar songs. • MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
<p>MU.1.S.3.3</p>	<p>Sing simple la-sol-mi patterns at sight.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.S.3.In.a Sing or play songs from memory. • MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. • MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Su.a Sing or play songs from a model. • MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Su.c Respond to traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Pa.a Respond to familiar songs. • MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
<p>MU.1.S.3.4</p>	<p>Match simple aural rhythm patterns in duple meter with written patterns.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.S.3.In.a Sing or play songs from memory. • MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. • MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Su.a Sing or play songs from a model. • MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Su.c Respond to traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

	<ul style="list-style-type: none"> • MU.1.S.3.Pa.a Respond to familiar songs. • MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
<p>MU.1.S.3.5</p>	<p>Show visual representation of simple melodic patterns performed by the teacher or a peer.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.1.S.3.In.a Sing or play songs from memory. • MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. • MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Su.a Sing or play songs from a model. • MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Su.c Respond to traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer. • MU.1.S.3.Pa.a Respond to familiar songs. • MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. • MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

Grade 2

DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.
LACC.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
TH.2.C.1.1	Describe a character in a story and tell why the character is important in the story.
MU.2.C.1.1	<p>Identify appropriate listening skills for learning about musical examples selected by the teacher.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics. • MU.2.C.1.In.b Respond to a musical work in a variety of ways. • MU.2.C.1.In.c Identify a variety of unpitched instruments. • MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Su.b Respond to a musical work. • MU.2.C.1.Su.c Explore unpitched classroom instruments. • MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Pa.b Explore a variety of music. • MU.2.C.1.Pa.c Explore differences in pitch.
MU.2.C.1.2	<p>Respond to a piece of music and discuss individual interpretations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics. • MU.2.C.1.In.b Respond to a musical work in a variety of ways. • MU.2.C.1.In.c Identify a variety of unpitched instruments. • MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Su.b Respond to a musical work. • MU.2.C.1.Su.c Explore unpitched classroom instruments. • MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Pa.b Explore a variety of music. • MU.2.C.1.Pa.c Explore differences in pitch.
MU.2.C.1.3	<p>Classify unpitched instruments into metals, membranes, shakers, and wooden categories.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize

	<p>specified musical characteristics.</p> <ul style="list-style-type: none"> • MU.2.C.1.In.b Respond to a musical work in a variety of ways. • MU.2.C.1.In.c Identify a variety of unpitched instruments. • MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Su.b Respond to a musical work. • MU.2.C.1.Su.c Explore unpitched classroom instruments. • MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Pa.b Explore a variety of music. • MU.2.C.1.Pa.c Explore differences in pitch.
<p>MU.2.C.1.4</p>	<p>Identify child, adult male, and adult female voices by timbre.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics. • MU.2.C.1.In.b Respond to a musical work in a variety of ways. • MU.2.C.1.In.c Identify a variety of unpitched instruments. • MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Su.b Respond to a musical work. • MU.2.C.1.Su.c Explore unpitched classroom instruments. • MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece. • MU.2.C.1.Pa.b Explore a variety of music. • MU.2.C.1.Pa.c Explore differences in pitch.
<p>MU.2.C.2.1</p>	<p>Identify strengths and needs in classroom performances of familiar songs.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.C.2.In.a Identify preferred and nonpreferred 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.
<p>MU.2.C.3.1</p>	<p>Discuss why musical characteristics are important when forming and discussing opinions about music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.2.F.1.1</p>	<p>Create a musical performance that brings a story or poem to life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.F.2.1</p>	<p>Describe how people participate in music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.F.3.1</p>	<p>Collaborate with others in a music presentation and discuss what was successful and what could be improved.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.H.1.1</p>	<p>Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.H.1.2</p>	<p>Identify the primary differences between composed and folk music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.

	<ul style="list-style-type: none"> • 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	<p>Discuss how music is used for celebrations in American and other cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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	<p>Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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	<p>Identify basic elements of music in a song or instrumental excerpt.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt. • 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.1.2	<p>Identify the form of a simple piece of music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt. • 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.

<p>MU.2.O.3.1</p>	<p>Describe changes in tempo and dynamics within a musical work.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.S.1.1</p>	<p>Improvise short phrases in response to a given musical question.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.S.1.2</p>	<p>Create simple ostinati to accompany songs or poems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.S.2.1</p>	<p>Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.2.S.3.1</p>	<p>Sing songs in an appropriate range, using head voice and maintaining pitch.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.S.3.In.a Sing songs of limited range using the head voice. • MU.2.S.3.In.b Perform simple songs and accompaniments. • MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.

	<ul style="list-style-type: none"> • 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.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. • MU.2.S.3.Pa.a Explore familiar songs. • MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
<p>MU.2.S.3.2</p>	<p>Play simple melodies and/or accompaniments on classroom instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.S.3.In.a Sing songs of limited range using the head voice. • MU.2.S.3.In.b Perform simple songs and accompaniments. • MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model. • 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.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. • MU.2.S.3.Pa.a Explore familiar songs. • MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
<p>MU.2.S.3.3</p>	<p>Sing simple la-sol-mi-do patterns at sight.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.S.3.In.a Sing songs of limited range using the head voice. • MU.2.S.3.In.b Perform simple songs and accompaniments. • MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model. • 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.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. • MU.2.S.3.Pa.a Explore familiar songs. • MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

<p>MU.2.S.3.4</p>	<p>Compare aural melodic patterns with written patterns to determine whether they are the same or different.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.S.3.In.a Sing songs of limited range using the head voice. • MU.2.S.3.In.b Perform simple songs and accompaniments. • MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model. • 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.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. • MU.2.S.3.Pa.a Explore familiar songs. • MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
<p>MU.2.S.3.5</p>	<p>Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.2.S.3.In.a Sing songs of limited range using the head voice. • MU.2.S.3.In.b Perform simple songs and accompaniments. • MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model. • 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.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer. • MU.2.S.3.Pa.a Explore familiar songs. • MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

Grade 3 (Intermediate Music 1)

<p>DA.3.H.1.1</p>	<p>Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.</p> <p>Access Points None</p>
<p>LACC.3.RI.1.1</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Access Points None</p>
<p>VA.3.H.1.3</p>	<p>Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • VA.3.H.1.In.a Identify common characteristics in works of art from selected cultures and times. • VA.3.H.1.In.b Identify reasons for respecting the work of others. • VA.3.H.1.Su.a Recognize common characteristics in works of art from selected cultures and times. • VA.3.H.1.Su.b Follow directions for suitable behavior in an art audience. • VA.3.H.1.Pa.a Recognize a common characteristic in selected works of art. • VA.3.H.1.Pa.b Respond respectfully to the artwork of others.
<p>MU.3.C.1.1</p>	<p>Describe listening skills and how they support appreciation of musical works.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics. • 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.In.c Identify a variety of orchestral and band instruments. • 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.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.c Recognize selected orchestral and band instruments. • 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.

	<ul style="list-style-type: none"> • MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.
<p>MU.3.C.1.2</p>	<p>Respond to a musical work in a variety of ways and compare individual interpretations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics. • 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.In.c Identify a variety of orchestral and band instruments. • 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.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.c Recognize selected orchestral and band instruments. • 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.1.Pa.b Attend using senses to a variety of orchestral and band instruments.
<p>MU.3.C.1.3</p>	<p>Identify families of orchestral and band instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics. • 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.In.c Identify a variety of orchestral and band instruments. • 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.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.c Recognize selected orchestral and band instruments. • 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.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

<p>MU.3.C.1.4</p>	<p>Discriminate between unison and two-part singing.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics. • 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.In.c Identify a variety of orchestral and band instruments. • 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.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece. • MU.3.C.1.Su.c Recognize selected orchestral and band instruments. • 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.1.Pa.b Attend using senses to a variety of orchestral and band instruments.
<p>MU.3.C.2.1</p>	<p>Evaluate performances of familiar music using teacher-established criteria.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.3.C.3.1</p>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.3.F.1.1</p>	<p>Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.3.F.2.1</p>	<p>Identify musicians in the school, community, and media.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.F.2.In.a Identify musicians in the school, community, or media. • MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making. • MU.3.F.2.Su.a Recognize musicians in the school, community, or media. • MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making. • MU.3.F.2.Pa.a Recognize that people who make music are called musicians. • MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music making.
<p>MU.3.F.2.2</p>	<p>Describe opportunities for personal music making.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.F.2.In.a Identify musicians in the school, community, or media. • MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making. • MU.3.F.2.Su.a Recognize musicians in the school, community, or media. • MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making. • MU.3.F.2.Pa.a Recognize that people who make music are called musicians. • MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music making.
<p>MU.3.H.1.1</p>	<p>Compare indigenous instruments of specified cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.H.1.In.a Identify indigenous instruments of specified cultures. • MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.

	<ul style="list-style-type: none"> • MU.3.H.1.Su.a Match selected instruments to specified cultures. • MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures. • MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures. • MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.
<p>MU.3.H.1.2</p>	<p>Identify significant information about specified composers and one or more of their musical works.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.H.1.In.a Identify indigenous instruments of specified cultures. • MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures. • MU.3.H.1.Su.a Match selected instruments to specified cultures. • MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures. • MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures. • MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.
<p>MU.3.H.1.3</p>	<p>Identify timbre(s) in music from a variety of cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.H.1.In.a Identify indigenous instruments of specified cultures. • MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures. • MU.3.H.1.Su.a Match selected instruments to specified cultures. • MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures. • MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures. • MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.
<p>MU.3.H.2.1</p>	<p>Discuss how music in America was influenced by people and events in its history.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.3.H.3.1</p>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.3.O.1.1</p>	<p>Identify, using correct music vocabulary, the elements in a musical work.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.O.1.In.a Recognize basic elements in a piece of music. • MU.3.O.1.In.b Identify patterns in familiar songs. • MU.3.O.1.Su.a Recognize a selected element in a piece of music. • MU.3.O.1.Su.b Imitate patterns in familiar songs. • MU.3.O.1.Pa.a Respond to rhythmic production. • MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.
<p>MU.3.O.1.2</p>	<p>Identify and describe the musical form of a familiar song.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.O.1.In.a Recognize basic elements in a piece of music. • MU.3.O.1.In.b Identify patterns in familiar songs. • MU.3.O.1.Su.a Recognize a selected element in a piece of music. • MU.3.O.1.Su.b Imitate patterns in familiar songs. • MU.3.O.1.Pa.a Respond to rhythmic production. • MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.
<p>MU.3.O.2.1</p>	<p>Rearrange melodic or rhythmic patterns to generate new phrases.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.3.O.3.1</p>	<p>Describe how tempo and dynamics can change the mood or emotion of a piece of music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.3.S.1.1</p>	<p>Improvise rhythms or melodies over ostinati.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.1.In.a Improvise simple vocal or instrumental musical patterns over ostinati. • MU.3.S.1.In.b Improvise simple vocal or instrumental musical patterns. • MU.3.S.1.Su.a Imitate simple vocal or instrumental patterns over ostinati. • MU.3.S.1.Su.b Imitate an alternate ending to a familiar song. • MU.3.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns over ostinati. • MU.3.S.1.Pa.b Recognize an alternate ending to a familiar song.
<p>MU.3.S.1.2</p>	<p>Create an alternate ending to a familiar song.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.1.In.a Improvise simple vocal or instrumental musical patterns over ostinati. • MU.3.S.1.In.b Improvise simple vocal or instrumental musical patterns. • MU.3.S.1.Su.a Imitate simple vocal or instrumental patterns over ostinati. • MU.3.S.1.Su.b Imitate an alternate ending to a familiar song. • MU.3.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns over ostinati. • MU.3.S.1.Pa.b Recognize an alternate ending to a familiar song.
<p>MU.3.S.2.1</p>	<p>Identify patterns in songs to aid the development of sequencing and memorization skills.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.3.S.3.1</p>	<p>Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. • MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. • MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. • MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. • 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. • MU.3.S.3.Pa.b Sing or play songs or patterns.
<p>MU.3.S.3.2</p>	<p>Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. • MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. • MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. • MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. • 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. • MU.3.S.3.Pa.b Sing or play songs or patterns.
<p>MU.3.S.3.3</p>	<p>Sing simple la-sol-mi-re-do patterns at sight.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. • MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. • MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. • MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. • 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. • MU.3.S.3.Pa.b Sing or play songs or patterns.

<p>MU.3.S.3.4</p>	<p>Match simple aural rhythm patterns in duple and triple meter with written patterns.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. • MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. • MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. • MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. • 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. • MU.3.S.3.Pa.b Sing or play songs or patterns.
<p>MU.3.S.3.5</p>	<p>Notate simple rhythmic and melodic patterns using traditional notation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch. • MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments. • MU.3.S.3.In.c Sing simple la-sol-mi-do patterns. • MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter. • 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. • MU.3.S.3.Pa.b Sing or play songs or patterns.

Grade 4 (Intermediate Music 2)

<p>SC.4.P.10.3</p>	<p>Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.4.P.10.In.a Identify forms of energy, such as light, heat, electrical, and energy of motion. • SC.4.P.10.In.b 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.In.c Recognize that vibrations cause sound and identify sounds as high or low (pitch). • SC.4.P.10.In.d Identify machines that use energy from moving water or air, including a windmill and a waterwheel. • SC.4.P.10.Su.a 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.Su.b Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball). • SC.4.P.10.Su.c Recognize sounds as high or low (pitch). • SC.4.P.10.Su.d Identify objects that use energy from moving air, such as a pinwheel or sailboat. • SC.4.P.10.Pa.a Recognize a source of heat energy (fire, heater). • SC.4.P.10.Pa.b Recognize objects that create sounds. • SC.4.P.10.Pa.c Recognize that moving air can move objects
<p>DA.4.H.3.3</p>	<p>Describe how dance and music can each to be used to interpret and support the other.</p> <p>Access Points None</p>
<p>LACC.RL.1.3</p>	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>Access Points None</p>
<p>MU.4.C.1.1</p>	<p>Develop effective listening strategies and describe how they can support appreciation of musical works.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics. • MU.4.C.1.In.b Recognize families of orchestral and band instruments

	<ul style="list-style-type: none"> • MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts. • MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics. • MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments. • MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts. • MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. • MU.4.C.1.Pa.b Recognize selected orchestral and band instruments. • MU.4.C.1.Pa.c Distinguish between two voice types.
<p>MU.4.C.1.2</p>	<p>Describe, using correct music vocabulary, what is heard in a specific musical work.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics. • MU.4.C.1.In.b Recognize families of orchestral and band instruments • MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts. • MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics. • MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments. • MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts. • MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. • MU.4.C.1.Pa.b Recognize selected orchestral and band instruments. • MU.4.C.1.Pa.c Distinguish between two voice types.
<p>MU.4.C.1.3</p>	<p>Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics. • MU.4.C.1.In.b Recognize families of orchestral and band instruments • MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts. • MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.

	<ul style="list-style-type: none"> • MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments. • MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts. • MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. • MU.4.C.1.Pa.b Recognize selected orchestral and band instruments. • MU.4.C.1.Pa.c Distinguish between two voice types.
<p>MU.4.C.1.4</p>	<p>Identify and describe the four primary voice parts (i.e., soprano, alto, tenor, bass).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics. • MU.4.C.1.In.b Recognize families of orchestral and band instruments • MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts. • MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics. • MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments. • MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts. • MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece. • MU.4.C.1.Pa.b Recognize selected orchestral and band instruments. • MU.4.C.1.Pa.c Distinguish between two voice types.
<p>MU.4.C.2.1</p>	<p>Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.In.b Use defined criteria to critique specified techniques in performances of one's self and others. • MU.4.C.2.Su.a Recognize a selected basic music performance technique 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.2.Pa.a Select a characteristic that makes music appealing.

<p>MU.4.C.2.2</p>	<p>Critique specific techniques in one's own and others' performances using teacher-established criteria.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.In.b Use defined criteria to critique specified techniques in performances of one's self and others. • MU.4.C.2.Su.a Recognize a selected basic music performance technique 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.2.Pa.a Select a characteristic that makes music appealing.
<p>MU.4.C.3.1</p>	<p>Describe characteristics that make various musical works appealing.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.4.F.1.1</p>	<p>Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.4.F.2.1</p>	<p>Describe roles and careers of selected musicians.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.4.F.3.1</p>	<p>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.Su.b Recognize and respect the property of others. • MU.4.F.3.Pa.a Recognize a personal quality that supports success in life. • MU.4.F.3.Pa.b Recognize the property of others.
<p>MU.4.F.3.2</p>	<p>Discuss the safe, legal way to download songs and other media.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.Su.b Recognize and respect the property of others. • MU.4.F.3.Pa.a Recognize a personal quality that supports success in life. • MU.4.F.3.Pa.b Recognize the property of others.
<p>MU.4.H.1.1</p>	<p>Examine and describe a cultural tradition, other than one’s own, learned through its musical style and/or use of authentic instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.H.1.In.a Identify common uses of music within specific cultures. • MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one’s own. • MU.4.H.1.Su.a Recognize common uses of music within specific cultures. • MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures. • MU.4.H.1.Pa.a Recognize a use of music common to cultures or times. • MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

<p>MU.4.H.1.2</p>	<p>Describe the influence of selected composers on the musical works and practices or traditions of their time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.H.1.In.a Identify common uses of music within specific cultures. • MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one’s own. • MU.4.H.1.Su.a Recognize common uses of music within specific cultures. • MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures. • MU.4.H.1.Pa.a Recognize a use of music common to cultures or times. • MU.4.H.1.Pa.b Associate a piece of music with a specified culture
<p>MU.4.H.1.3</p>	<p>Identify pieces of music that originated from cultures other than one’s own.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.H.1.In.a Identify common uses of music within specific cultures. • MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one’s own. • MU.4.H.1.Su.a Recognize common uses of music within specific cultures. • MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures. • MU.4.H.1.Pa.a Recognize a use of music common to cultures or times. • MU.4.H.1.Pa.b Associate a piece of music with a specified culture.
<p>MU.4.H.2.1</p>	<p>Perform, listen to, and discuss music related to Florida’s history.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.H.2.In.a Identify and listen to music related to Florida’s history. • MU.4.H.2.In.b Identify a variety of venues to experience music. • MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history. • MU.4.H.2.Su.b Recognize a variety of venues to experience music. • MU.4.H.2.Pa.a Associate musical examples with Florida culture or history. • MU.4.H.2.Pa.b Recognize a way to interact with music.

<p>MU.4.H.2.2</p>	<p>Identify ways in which individuals of varying ages and cultures experience music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.H.2.In.a Identify and listen to music related to Florida’s history. • MU.4.H.2.In.b Identify a variety of venues to experience music. • MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history. • MU.4.H.2.Su.b Recognize a variety of venues to experience music. • MU.4.H.2.Pa.a Associate musical examples with Florida culture or history. • MU.4.H.2.Pa.b Recognize a way to interact with music.
<p>MU.4.H.3.1</p>	<p>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.4.O.1.1</p>	<p>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.4.O.2.1</p>	<p>Create variations for selected melodies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.O.2.In.a Change the feeling of a musical phrase by altering the elements of music.

	<ul style="list-style-type: none"> • 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.
<p>MU.4.O.3.1</p>	<p>Identify how expressive elements and lyrics affect the mood or emotion of a song.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.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.
<p>MU.4.O.3.2</p>	<p>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one’s choices.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.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.
<p>MU.4.S.1.1</p>	<p>Improvise phrases, using familiar songs.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.4.S.1.2</p>	<p>Create melodic patterns using a variety of sound sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.
MU.4.S.1.3	<p>Arrange a familiar song for voices or instruments by manipulating form.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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	<p>Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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	<p>Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. • MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. • MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. • MU.4.S.3.Su.a Sing songs of limited range using the head voice. • MU.4.S.3.Su.b Perform simple songs and accompaniments. • MU.4.S.3.Pa.a Sing or play songs or patterns from a model. • MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.
MU.4.S.3.2	<p>Play rounds, canons, or layered ostinati on classroom instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. • MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. • MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. • MU.4.S.3.Su.a Sing songs of limited range using the head voice.

	<ul style="list-style-type: none"> • MU.4.S.3.Su.b Perform simple songs and accompaniments. • MU.4.S.3.Pa.a Sing or play songs or patterns from a model. • MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.
MU.4.S.3.3	<p>Perform extended pentatonic melodies at sight.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. • MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. • MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. • MU.4.S.3.Su.a Sing songs of limited range using the head voice. • MU.4.S.3.Su.b Perform simple songs and accompaniments. • MU.4.S.3.Pa.a Sing or play songs or patterns from a model. • MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.
MU.4.S.3.4	<p>Play simple ostinati, by ear, using classroom instruments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. • MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. • MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. • MU.4.S.3.Su.a Sing songs of limited range using the head voice. • MU.4.S.3.Su.b Perform simple songs and accompaniments. • MU.4.S.3.Pa.a Sing or play songs or patterns from a model. • MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.
MU.4.S.3.5	<p>Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch. • MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments. • MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation. • MU.4.S.3.Su.a Sing songs of limited range using the head voice. • MU.4.S.3.Su.b Perform simple songs and accompaniments. • MU.4.S.3.Pa.a Sing or play songs or patterns from a model. • MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

Grade 5 (Intermediate 3)

<p>LACC.5.L.2.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>Access Points None</p>
<p>TH.5.H.1.2</p>	<p>Participate in a performance to explore and celebrate a variety of human experiences.</p> <p>Access Points None</p>
<p>MU.5.C.1.1</p>	<p>Discuss and apply listening strategies to support appreciation of musical works.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works. • MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work. • MU.5.C.1.In.c Identify families of orchestral and band instruments. • MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass. • MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works. • MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work. • MU.5.C.1.Su.c Identify a variety of orchestral and band instruments. • MU.5.C.1.Su.d Recognize differences between different voice parts. • MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works. • MU.5.C.1.Pa.b Recognize that music examples convey meaning. • MU.5.C.1.Pa.c Recognize selected orchestral and band instruments. • MU.5.C.1.Pa.d Distinguish between two voices.
<p>MU.5.C.1.2</p>	<p>Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.C.1.In.a Identify and use appropriate sensory skills to

	<p>support appreciation of musical works.</p> <ul style="list-style-type: none"> • MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work. • MU.5.C.1.In.c Identify families of orchestral and band instruments. • MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass. • MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works. • MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work. • MU.5.C.1.Su.c Identify a variety of orchestral and band instruments. • MU.5.C.1.Su.d Recognize differences between different voice parts. • MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works. • MU.5.C.1.Pa.b Recognize that music examples convey meaning. • MU.5.C.1.Pa.c Recognize selected orchestral and band instruments. • MU.5.C.1.Pa.d Distinguish between two voices.
<p>MU.5.C.1.3</p>	<p>Identify, aurally, selected instruments of the band and orchestra.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works. • MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work. • MU.5.C.1.In.c Identify families of orchestral and band instruments. • MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass. • MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works. • MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work. • MU.5.C.1.Su.c Identify a variety of orchestral and band instruments. • MU.5.C.1.Su.d Recognize differences between different voice parts. • MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works. • MU.5.C.1.Pa.b Recognize that music examples convey meaning. • MU.5.C.1.Pa.c Recognize selected orchestral and band instruments. • MU.5.C.1.Pa.d Distinguish between two voices.

<p>MU.5.C.1.4</p>	<p>Identify, aurally, the four primary voice parts (i.e., soprano, alto, tenor, bass), of a mixed choir.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works. • MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work. • MU.5.C.1.In.c Identify families of orchestral and band instruments. • MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass. • MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works. • MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work. • MU.5.C.1.Su.c Identify a variety of orchestral and band instruments. • MU.5.C.1.Su.d Recognize differences between different voice parts. • MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works. • MU.5.C.1.Pa.b Recognize that music examples convey meaning. • MU.5.C.1.Pa.c Recognize selected orchestral and band instruments. • MU.5.C.1.Pa.d Distinguish between two voices.
<p>MU.5.C.2.1</p>	<p>Define criteria, using correct music vocabulary, to critique one's own and others' performance.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance. • MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance. • MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' 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.a Use a teacher-selected criterion to evaluate performances of familiar music. • MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

<p>MU.5.C.2.2</p>	<p>Describe changes, using correct music vocabulary, in one’s own and/or others’ performance over time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.C.2.In.a Use defined criteria to analyze one’s own and others’ performance. • MU.5.C.2.In.b Use defined criteria to analyze and revise one’s own performance. • MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one’s own and others’ 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.a Use a teacher-selected criterion to evaluate performances of familiar music. • MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.
<p>MU.5.C.3.1</p>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.5.F.1.1</p>	<p>Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.5.F.2.1</p>	<p>Describe jobs associated with various types of concert venues and performing arts centers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.F.2.In.a Identify two or more community opportunities in or

	<p>related to music for employment and leisure.</p> <ul style="list-style-type: none"> • 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.
<p>MU.5.F.2.2</p>	<p>Explain why live performances are important to the career of the artist and the success of performance venues.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.5.F.3.1</p>	<p>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.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.a Recognize selected personal qualities that support success in music that can be applied to other fields. • 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.a Recognize a personal quality that supports success in music that can be applied to other fields. • MU.5.F.3.Pa.b Recognize and respect the property of others.
<p>MU.5.F.3.2</p>	<p>Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.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.a Recognize selected personal qualities that support success in music that can be applied to other fields. • MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.

	<ul style="list-style-type: none"> • 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.Pa.b Recognize and respect the property of others.
<p>MU.5.H.1.1</p>	<p>Identify the purposes for which music is used within various cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures. • 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.a Recognize the purpose for which specified music is used within various 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.a Recognize the purpose of specified music. • MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.
<p>MU.5.H.1.2</p>	<p>Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures. • 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.a Recognize the purpose for which specified music is used within various 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.a Recognize the purpose of specified music. • MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.
<p>MU.5.H.1.3</p>	<p>Compare stylistic and musical features in works originating from different cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures. • 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.a Recognize the purpose for which specified music is used within various cultures. • MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.

	<ul style="list-style-type: none"> • MU.5.H.1.Pa.a Recognize the purpose of specified music. • MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.
MU.5.H.2.1	<p>Examine the contributions of musicians and composers for a specific historical period.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.H.2.In.a Identify musicians and composers for a specific historical period. • MU.5.H.2.In.b Identify and use a variety of technologies to experience music. • MU.5.H.2.Su.a Recognize selected music for a specific historical period. • MU.5.H.2.Su.b Recognize and use selected technologies to experience music. • MU.5.H.2.Pa.a Explore music from a specific historical period. • MU.5.H.2.Pa.b Use a selected technology to experience music.
MU.5.H.2.2	<p>Describe how technology has changed the way audiences experience music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.H.2.In.a Identify musicians and composers for a specific historical period. • MU.5.H.2.In.b Identify and use a variety of technologies to experience music. • MU.5.H.2.Su.a Recognize selected music for a specific historical period. • MU.5.H.2.Su.b Recognize and use selected technologies to experience music. • MU.5.H.2.Pa.a Explore music from a specific historical period. • MU.5.H.2.Pa.b Use a selected technology to experience music.
MU.5.H.3.1	<p>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.

<p>MU.5.O.1.1</p>	<p>Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.1.Pa.a Recognize a selected element in a piece of music.
<p>MU.5.O.2.1</p>	<p>Create a new melody from two or more melodic motifs.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.
<p>MU.5.O.3.1</p>	<p>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.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.O.3.Pa.a Respond to music to demonstrate how it makes one feel.
<p>MU.5.O.3.2</p>	<p>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.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.

	<ul style="list-style-type: none"> • MU.5.O.3.Pa.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.5.S.1.1	<p>Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.Pa.b Imitate simple rhythmic or melodic patterns.
MU.5.S.1.2	<p>Compose short vocal or instrumental pieces using a variety of sound sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.Pa.b Imitate simple rhythmic or melodic patterns.
MU.5.S.1.3	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.Pa.b Imitate simple rhythmic or melodic patterns.
MU.5.S.1.4	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • 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.Pa.b Imitate simple rhythmic or melodic patterns.

<p>MU.5.S.2.1</p>	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.S.2.In.a Re-create musical patterns from familiar music. • MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch. • MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments. • MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation. • MU.5.S.2.Su.a Imitate a variety of musical patterns. • MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch. • MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments. • MU.5.S.2.Pa.a Match musical patterns to a model. • MU.5.S.2.Pa.a Contribute to the performance of group songs. • MU.5.S.2.Pa.b Sing or play songs or patterns from memory.
<p>MU.5.S.2.2</p>	<p>Apply performance techniques to familiar music.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MU.5.S.2.In.a Re-create musical patterns from familiar music. • MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch. • MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments. • MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation. • MU.5.S.2.Su.a Imitate a variety of musical patterns. • MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch. • MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments. • MU.5.S.2.Pa.a Match musical patterns to a model. • MU.5.S.2.Pa.a Contribute to the performance of group songs. • MU.5.S.2.Pa.b Sing or play songs or patterns from memory.
<p>MU.5.S.3.1</p>	<p>Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.</p> <p>Access Points None</p>

MU.5.S.3.2	<p>Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.</p> <p>Access Points None</p>
MU.5.S.3.4	<p>Play melodies and accompaniments, by ear, using classroom instruments.</p> <p>Access Points None</p>
MU.5.S.3.5	<p>Notate rhythmic phrases and simple diatonic melodies using traditional notation.</p> <p>Access Points None</p>

Course: 7712060 Access Mathematics - Grade 5

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1750.aspx?ct=1>

BASIC INFORMATION

Course Number:	7712060
Course Title:	Access Mathematics - Grade 5
Course Abbreviated Title:	Access Mathematics - Grade 5
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(20) Supported(21) Participatory(17)

MA.5.A.1.1:	Describe the process of finding quotients involving multi-digit
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	<p>dividends using models, place value, properties, and the relationship of division to multiplication.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.A.1.In.a: Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. • MA.5.A.1.Su.a: Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals. • MA.5.A.1.Pa.a: Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set.
<p>MA.5.A.1.2:</p>	<p>Estimate quotients or calculate them mentally depending on the context and numbers involved.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.A.1.In.b: Solve problems that involve multiplying or dividing equal sets with quantities to 50 using objects and pictures with numerals. • MA.5.A.1.Su.b: Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 25 using objects and pictures with numerals. • MA.5.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects to 5.
<p>MA.5.A.1.3:</p>	<p>Interpret solutions to division situations including those with remainders depending on the context of the problem.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.A.1.In.a: Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. • MA.5.A.1.Su.a: Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals. • MA.5.A.1.Pa.a: Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set.

<p><u>MA.5.A.1.4:</u></p>	<p>Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.1.In.a:</u> Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. • <u>MA.5.A.1.Su.a:</u> Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals. • <u>MA.5.A.1.Pa.a:</u> Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set.
<p><u>MA.5.A.2.1:</u></p>	<p>Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value, or properties.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.2.In.a:</u> Express, represent, and use fractions—including halves, fourths, and thirds—as parts of a whole and as parts of a set, using number names. • <u>MA.5.A.2.Su.a:</u> Express, represent, and use fractions—including halves and fourths—as parts of a whole and as parts of a set, using number names. • <u>MA.5.A.2.Pa.a:</u> Identify parts of a whole using a set of objects or whole object.
<p><u>MA.5.A.2.2:</u></p>	<p>Add and subtract fractions and decimals fluently, and verify the reasonableness of results, including in problem situations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.2.In.b:</u> Express, represent, and use whole numbers to 100 in various contexts. • <u>MA.5.A.2.Su.b:</u> Express, represent, and use whole numbers to 30 and ordinal numbers first to fifth in various contexts. • <u>MA.5.A.2.Pa.b:</u> Distinguish half from whole using objects or visual models.

MA.5.A.2.3:

Make reasonable estimates of fraction and decimal sums and differences, and use techniques for rounding.

Access Points:

- **MA.5.A.2.In.c:** Compare fractional parts of objects of equal size, including halves, fourths, and thirds.
- **MA.5.A.2.In.d:** Identify place value of two-digit numbers to 99 in terms of tens and ones.
- **MA.5.A.2.Su.c:** Compare fractional parts of objects of equal size, including halves and fourths.
- **MA.5.A.2.Su.d:** Apply the concepts of counting and grouping by tens and ones to identify the value of whole numbers to 30.
- **MA.5.A.2.Pa.c:** Compare sets of objects to 5 and determine if they have same or different quantities.

MA.5.A.2.4:

Determine the prime factorization of numbers.

Access Points:

- **MA.5.A.2.In.c:** Compare fractional parts of objects of equal size, including halves, fourths, and thirds.
- **MA.5.A.2.Su.c:** Compare fractional parts of objects of equal size, including halves and fourths.
- **MA.5.A.2.Pa.a:** Identify parts of a whole using a set of objects or whole object.

MA.5.A.4.1:

Use the properties of equality to solve numerical and real world situations.

Access Points:

- **MA.5.A.4.In.a:** Use the concept of equality as a strategy to solve problems.
- **MA.5.A.4.Su.a:** Identify and compare the relationship between two same or different (equal or unequal) sets to 25 using physical and visual models.
- **MA.5.A.4.Pa.a:** Identify items that belong together to form two or more sets with the same quantity (equal).

<p><u>MA.5.A.4.2:</u></p>	<p>Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.4.In.b:</u> Describe the meaning of information in a pictograph or bar graph that shows change over time. • <u>MA.5.A.4.Su.b:</u> Identify information displayed on an object graph or pictograph. • <u>MA.5.A.4.Pa.b:</u> Recognize an object graph or pictograph.
<p><u>MA.5.A.6.1:</u></p>	<p>Identify and relate prime and composite numbers, factors, and multiples within the context of fractions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.6.In.a:</u> Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100. • <u>MA.5.A.6.Su.a:</u> Use skip counting by 5s to 30. • <u>MA.5.A.6.Pa.a:</u> Demonstrate one-to-one correspondence to count from 1 to 5 using objects or pictures.
<p><u>MA.5.A.6.2:</u></p>	<p>Use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.6.In.b:</u> Use the associative property as a strategy to solve addition problems with three or more numbers. • <u>MA.5.A.6.Su.b:</u> Use the commutative property as a strategy to check the accuracy of solutions to addition problems. • <u>MA.5.A.6.Pa.b:</u> Recognize when items have been added to or taken away from sets of objects to 5.
<p><u>MA.5.A.6.3:</u></p>	<p>Describe real-world situations using positive and negative numbers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.5.A.6.In.c:</u> Compare and order numbers to 100 using a number line. • <u>MA.5.A.6.Su.c:</u> Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a

	<p>number line.</p> <ul style="list-style-type: none"> • MA.5.A.6.Pa.c: Solve simple problems involving small quantities using language, such as more, less, and same.
<p>MA.5.A.6.4:</p>	<p>Compare, order, and graph integers, including integers shown on a number line.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.A.6.In.c: Compare and order numbers to 100 using a number line. • MA.5.A.6.Su.c: Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line. • MA.5.A.6.Pa.c: Solve simple problems involving small quantities using language, such as more, less, and same.
<p>MA.5.A.6.5:</p>	<p>Solve non-routine problems using various strategies including “solving a simpler problem” and “guess, check, and revise”.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.A.6.In.d: Solve real-world addition and subtraction problems with one-digit numbers by estimating and checking for accuracy. • MA.5.A.6.Su.d: Solve real-world problems involving addition facts with sums to 25 and related subtraction facts using numerals with pictures. • MA.5.A.6.Pa.c: Solve simple problems involving small quantities using language, such as more, less, and same.
<p>MA.5.G.3.1:</p>	<p>Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.G.3.In.a: Identify properties, including number of edges, curved or straight sides, and faces; and match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone.

	<ul style="list-style-type: none"> • MA.5.G.3.Su.a: Identify properties, including number of edges, curved or straight sides, and number of corners (angles), in two- and three-dimensional shapes. • MA.5.G.3.Pa.a: Recognize differences in features related to the shape of two- and three-dimensional objects.
<p>MA.5.G.3.2:</p>	<p>Describe, define, and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.G.3.In.b: Identify the six faces of a three-dimensional rectangular prism or cube using a real object or physical model. • MA.5.G.3.Su.b: Recognize the faces of a three-dimensional object. • MA.5.G.3.Pa.b: Recognize differences in size of two- and three-dimensional objects.
<p>MA.5.G.5.1:</p>	<p>Identify and plot ordered pairs on the first quadrant of the coordinate plane.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.G.5.In.a: Indicate the relative position, before or after, of whole numbers on a 0 to 100 number line. • MA.5.G.5.Su.a: Indicate the relative position, before or after, of whole numbers on a 1–10 number line. • MA.5.G.5.Pa.a: Count from 1 to 5 using objects or pictures.
<p>MA.5.G.5.2:</p>	<p>Compare, contrast, and convert units of measure within the same dimension (length, mass, or time) to solve problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.G.5.In.b: Solve real-world problems involving length and weight using tools with standard units. • MA.5.G.5.In.c: Identify time to the minute. • MA.5.G.5.Su.b: Solve real-world problems by using tools and comparing the measurement including length and weight. • MA.5.G.5.Su.c: Identify time to the hour and half-hour.

	<ul style="list-style-type: none"> • MA.5.G.5.Pa.b: Identify differences in features of objects, such as shape and size, to solve simple problems. • MA.5.G.5.Pa.c: Indicate the next activity in a daily schedule.
MA.5.G.5.3:	<p>Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.G.5.In.b: Solve real-world problems involving length and weight using tools with standard units. • MA.5.G.5.Su.b: Solve real-world problems by using tools and comparing the measurement including length and weight. • MA.5.G.5.Pa.b: Identify differences in features of objects, such as shape and size, to solve simple problems.
MA.5.G.5.4:	<p>Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.G.5.In.d: Find the area of rectangles and squares using a visual model, such as a grid. • MA.5.G.5.Su.d: Identify the distance around all sides (perimeter) of squares and rectangles. • MA.5.G.5.Su.e: Compare the size of two square areas using physical models. • MA.5.G.5.Pa.d: Recognize differences in size of large and small areas.
MA.5.S.7.1:	<p>Construct and analyze line graphs and double bar graphs.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.S.7.In.a: Sort and count data into three designated categories, and display data on a pictograph or bar graph. • MA.5.S.7.Su.a: Sort and count objects or pictures into two designated categories and display data in an object graph or pictograph. • MA.5.S.7.Pa.a: Count up to 5 objects, pictures, or symbols in data sets used in object graphs or pictographs.

MA.5.S.7.2:	<p>Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.5.S.7.In.b: Describe the meaning of data in a three-category pictograph or bar graph. • MA.5.S.7.Su.b: Identify the meaning of data in a two-category object graph or pictograph. • MA.5.S.7.Pa.a: Count up to 5 objects, pictures, or symbols in data sets used in object graphs or pictographs.
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RELATED GLOSSARY TERM DEFINITIONS (73)

Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Area:	The number of square units needed to cover a surface.
Bar graph:	A graph that uses either vertical or horizontal bars to display countable data
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Benchmark fractions:	The fractions 0, $\frac{1}{2}$, and 1 (for grade 3 students).
Composite number:	A whole number that has more than two factors.
Congruent:	Figures or objects that are the same shape and size.
Continuous data:	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are

	parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Cube:	Solid figure with six congruent, square faces
Denominator:	The number b in a fraction a/b . If the fraction is representing a part-whole relationship, denominator is the number of equally-sized parts that make the whole or the complete set.
Diagonal:	A line segment that joins two non-adjacent vertices in a polygon.
Difference:	A number that is the result of subtraction
Dimension:	The number of coordinates used to express a position.
Discrete data:	Distinct values that are not connected by intermediate values and are a finite or countably infinite set of values.
Distributive property:	Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products. [e.g., $x(a + b) = ax + bx$].
Dividend:	A quantity that is to be divided.
Divisible:	A number capable of being divided by another number without a remainder.
Edge:	A line segment where two faces of a polyhedron meet.
Equal:	Having the same value (=).
Equality:	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ($a=a$), symmetric (if $a=b$, then $b=a$), and transitive (if $a=b$ and $b=c$, then $a=c$) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or

	inequality signs.
Face:	One of the plane surfaces bounding a three-dimensional figure.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Geometric solid:	A closed three-dimensional geometric figure.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers:	The numbers in the set {...-4, -3, -2, -1, 0, 1, 2, 3, 4...}.
inverse operation:	An action that undoes a previously applied action. For example, subtraction is the inverse operation of addition.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line graph:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mass:	The amount of matter of an object.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps

	(grade level dependent).
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Order of Operations:	The rules for performing operations in expressions; perform the operations in parenthesis first, exponents second, multiplication and division from left to right third, and addition and subtraction from left to right fourth.
Ordered pair:	The location of a single point on a rectangular coordinate system where the first and second values represent the position relative to the x-axis and y-axis, respectively.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Place value:	The value of a digit in a number, based on the location of the digit.
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Prime factorization:	The expression of a number as the product of prime factors.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
Properties of Equality:	1) A balanced equation will remain balanced if you add, subtract, multiply or divide both sides by the same number. 2) A quantity equal to another quantity can be substituted for it. Reflexive property: $a=a$ Symmetric property: If $a=b$ then $b=a$. Transitive property: If $a=b$ and $b=c$ then $a=c$.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Quotient:	The result of dividing two numbers.
Rate:	A ratio that compares two quantities of different units.

Rectangle:	A parallelogram with four right angles.
Remainder:	In a whole-number division problem, the final undivided part that is less than the divisor and “left over” after dividing.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Sum:	The result of adding numbers or expressions together.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Triangle:	A polygon with three sides.
Two-dimensional figure:	A figure having length and width.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Circle:	A closed plane figure with all points of the figure the same distance

	from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$



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Course: 7712050 Access Mathematics - Grade 4

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page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1749.aspx?ct=1>

BASIC INFORMATION

Course Number:	7712050
Course Title:	Access Mathematics - Grade 4
Course Abbreviated Title:	Access Mathematics - Grade 4
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(18) Supported(20) Participatory(16)

MA.4.A.1.1:	Use and describe various models for multiplication in problem-
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	<p>solving situations, and demonstrate recall of basic multiplication and related division facts with ease.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.1.In.a: Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals. • MA.4.A.1.Su.a: Solve problems that involve combining (multiplying) and separating (dividing) equal sets with quantities to 15 using objects and pictures. • MA.4.A.1.Pa.a: Solve simple problems involving joining or separating sets of objects to 4.
<p>MA.4.A.1.2:</p>	<p>Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.1.In.b: Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy. • MA.4.A.1.Su.b: Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs. • MA.4.A.1.Pa.b: Recognize when items have been added to or removed from sets of objects to 4.
<p>MA.4.A.2.1:</p>	<p>Use decimals through the thousandths place to name numbers between whole numbers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.2.In.a: Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50. • MA.4.A.2.Su.a: Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects. • MA.4.A.2.Pa.a: Match objects to marked spaces to show one-

	to-one correspondence for quantities 1 to 4.
MA.4.A.2.2:	<p>Describe decimals as an extension of the base-ten number system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.2.In.a: Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50. • MA.4.A.2.Su.a: Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects. • MA.4.A.2.Pa.a: Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 4.
MA.4.A.2.3:	<p>Relate equivalent fractions and decimals with and without models, including locations on a number line.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.2.In.b: Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names. • MA.4.A.2.Su.b: Represent half and whole using area and sets of objects. • MA.4.A.2.Pa.b: Distinguish parts of objects from whole objects.
MA.4.A.2.4:	<p>Compare and order decimals, and estimate fraction and decimal amounts in real-world problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.2.In.b: Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names. • MA.4.A.2.Su.c: Identify half as a part of a whole. • MA.4.A.2.Pa.c: Recognize a half of an object as part of the whole object.
MA.4.A.4.1:	Generate algebraic rules and use all four operations to describe

	<p>patterns, including nonnumeric growing or repeating patterns.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.4.In.a: Identify and extend growing visual and number patterns using strategies, such as skip counting. • MA.4.A.4.Su.a: Identify and copy two-element repeating visual patterns using objects and pictures. • MA.4.A.4.Pa.a: Indicate the next step in a pattern or sequence of activities.
<p>MA.4.A.4.2:</p>	<p>Describe mathematics relationships using expressions, equations, and visual representations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.4.In.b: Describe equal and unequal sets using terms including greater than, less than, and equal to. • MA.4.A.4.Su.b: Determine if the number in two sets of objects to 10 are same or different (equal or unequal). • MA.4.A.4.Pa.b: Use one-to-one correspondence to compare sets of objects to 4 and determine if they are the same or different (equal or unequal).
<p>MA.4.A.4.3:</p>	<p>Recognize and write algebraic expressions for functions with two operations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.4.In.c: Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs. • MA.4.A.4.Su.c: Use the rule, 1 more, to identify the next number with numbers 1 to 20. • MA.4.A.4.Pa.c: Recognize the quantity of a set of objects to 3 and add 1 more.
<p>MA.4.A.6.1:</p>	<p>Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.6.In.a: Express, represent, and use whole numbers 0

	<p>to 50 in various contexts.</p> <ul style="list-style-type: none"> • MA.4.A.6.Su.a: Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts. • MA.4.A.6.Su.b: Use ordinal numbers, including first and second, in real-world situations. • MA.4.A.6.Pa.a: Use quantities to 4 represented by objects, pictures, or number names in various contexts.
<p>MA.4.A.6.2:</p>	<p>Use models to represent division as:</p> <ul style="list-style-type: none"> • the inverse of multiplication • as partitioning • as successive subtraction <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.6.In.b: Use the inverse relationship of addition and subtraction as a strategy to solve problems. • MA.4.A.6.Su.c: Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts. • MA.4.A.6.Pa.b: Separate groups of objects to 4 into sets with the same quantity.
<p>MA.4.A.6.3:</p>	<p>Generate equivalent fractions and simplify fractions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.6.In.c: Identify the relationship between halves, fourths, and a whole. • MA.4.A.6.Su.d: Identify the relationship between half and whole. • MA.4.A.6.Pa.c: Match parts to whole objects.
<p>MA.4.A.6.4:</p>	<p>Determine factors and multiples for specified whole numbers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.6.In.d: Use skip counting by 5s and 10s to determine

	<p>amounts to 50.</p> <ul style="list-style-type: none"> • MA.4.A.6.Su.e: Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set. • MA.4.A.6.Pa.b: Separate groups of objects to 4 into sets with the same quantity.
<p>MA.4.A.6.5:</p>	<p>Relate halves, fourths, tenths, and hundredths to decimals and percents.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.6.In.c: Identify the relationship between halves, fourths, and a whole. • MA.4.A.6.Su.d: Identify the relationship between half and whole. • MA.4.A.6.Pa.c: Match parts to whole objects.
<p>MA.4.A.6.6:</p>	<p>Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.A.6.In.e: Use strategies such as comparing and grouping to estimate quantities to 20. • MA.4.A.6.Su.f: Use strategies such as comparing and grouping to estimate quantities to 10. • MA.4.A.6.Pa.a: Use quantities to 4 represented by objects, pictures, or number names in various contexts.
<p>MA.4.G.3.1:</p>	<p>Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.G.3.In.a: Identify examples of the distance around all sides (perimeter) and area of squares and rectangles in the environment. • MA.4.G.3.Su.a: Identify examples of the concept of area in the environment. • MA.4.G.3.Pa.a: Identify the sides of a square or rectangle.

<p><u>MA.4.G.3.2:</u></p>	<p>Justify the formula for the area of the rectangle "area = base x height".</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.4.G.3.In.b:</u> Find the length of the sides and the area of rectangular and square objects using square units. • <u>MA.4.G.3.Su.b:</u> Count the number of square units of a rectangle marked with a grid to determine its area. • <u>MA.4.G.3.Pa.a:</u> Identify the sides of a square or rectangle.
<p><u>MA.4.G.3.3:</u></p>	<p>Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.4.G.3.In.c:</u> Measure whole inches and feet using a ruler to solve real-world linear measurement problems. • <u>MA.4.G.3.Su.c:</u> Measure the length of sides of rectangles using whole inches. • <u>MA.4.G.3.Pa.b:</u> Recognize differences in the length of the sides of rectangles.
<p><u>MA.4.G.5.1:</u></p>	<p>Classify angles of two-dimensional shapes using benchmark angles (45°, 90°, 180°, and 360°)</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.4.G.5.In.a:</u> Locate angles in two-dimensional shapes, including triangles and rectangles. • <u>MA.4.G.5.Su.a:</u> Locate angles within a triangle. • <u>MA.4.G.5.Pa.a:</u> Recognize corners (angles) in common objects with two-dimensional shapes, such as a square or rectangle.
<p><u>MA.4.G.5.2:</u></p>	<p>Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • MA.4.G.5.In.b: Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment. • MA.4.G.5.Su.b: Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry). • MA.4.G.5.Pa.b: Recognize the two sides of a two-dimensional figure created by a central dividing line (symmetry).
<p>MA.4.G.5.3:</p>	<p>Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.4.G.5.In.c: Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres. • MA.4.G.5.Su.c: Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere. • MA.4.G.5.Pa.c: Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder).

RELATED GLOSSARY TERM DEFINITIONS (69)

<p>Algebraic expression:</p>	<p>An expression that includes at least one variable. Algebraic expressions do not contain equality or inequality symbols (= or \neq).</p>
<p>Algebraic rule:</p>	<p>A mathematical expression that contains variables and describes a pattern or relationship.</p>
<p>Algorithm:</p>	<p>An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.</p>
<p>Angle:</p>	<p>Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.</p>

Area:	The number of square units needed to cover a surface.
Array:	A set of objects or numbers arranged in rows and columns.
Benchmark angles:	The angles 0° , 45° , 90° , 180° , and 360° (for grade 4 students).
Conceptual understanding:	Comprehension of mathematical concepts, operations, and relations. Students with conceptual understanding know why a mathematical idea is important, connect mathematical topics with each other and with other subject areas, and recognize the contexts in which a mathematical idea is useful.
Cube:	Solid figure with six congruent, square faces
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Decimal number:	A number using base ten. Each of the Arabic numerals 0 to 9 is called a decimal digit, and the period placed to the right of the units place in a decimal number is called the decimal point. A decimal fraction is a fraction whose denominator is a positive integer power of ten.
Denominator:	The number b in a fraction a/b . If the fraction is representing a part-whole relationship, denominator is the number of equally-sized parts that make the whole or the complete set.
Difference:	A number that is the result of subtraction
Digit:	A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits.
Dimension:	The number of coordinates used to express a position.
Distributive property:	Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products. [e.g., $x(a + b) = ax + bx$].
Dividend:	A quantity that is to be divided.
Divisor:	The number by which another number is divided.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on

	known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Focus:	A special point used to construct and define a conic section.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Interval:	The set of all real numbers between two given numbers. The two numbers on the ends are the endpoints. If the endpoints, a and b are included, the interval is called closed and is denoted $[a, b]$. If the endpoints are not included, the interval is called open and denoted (a, b) . If one endpoint is included but not the other, the interval is denoted $[a, b)$ or $(a, b]$ and is called a half-closed (or half-open interval).
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
Number line:	A line of infinite extent whose points correspond to the real numbers

	according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Numeral:	A symbol representing a number. Hindu-Arabic numerals (0-9) are the ones most commonly used today. Other types include Egyptian, Babylonian, Mayan, Greek, and Roman numerals.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Partial product:	An intermediary product leading to the final result of multiplying two numbers (For example, $24 \times 13 = (20+3) \times (10+3) = 20 \times 10 + 20 \times 3 + 3 \times 10 + 3 \times 3$, here each latter product (20×10 , 20×3 , etc.) is a partial product.)
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Place value:	The value of a digit in a number, based on the location of the digit.
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Product:	The result of multiplying numbers together.
Quotient:	The result of dividing two numbers.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
Relative size:	The size of one number in comparison to the size of another number or numbers.

Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Sphere:	A three-dimensional figure in which all points on the figure are equidistant from a center point.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Symmetry:	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Tessellation:	A covering of a plane with congruent copies of the same pattern with

	no holes and no overlaps.
Translation:	A transformation in which every point in a figure is moved in the same direction and by the same distance.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).



Course: 7712040 Access Mathematics - Grade 3

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1748.aspx?ct=1>

BASIC INFORMATION

Course Number:	7712040
Course Title:	Access Mathematics - Grade 3
Course Abbreviated Title:	Access Mathematics - Grade 3
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(16) Supported(15) Participatory(11)

MA.3.A.1.1:	Model multiplication and division including problems presented in
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	<p>context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.1.In.a: Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals. • MA.3.A.1.In.b: Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =). • MA.3.A.1.Su.a: Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures. • MA.3.A.1.Su.b: Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures. • MA.3.A.1.Pa.a: Solve simple problems involving joining or separating sets of objects to 3.
<p>MA.3.A.1.2:</p>	<p>Solve multiplication and division fact problems by using strategies that result from applying number properties.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.1.In.c: Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts. • MA.3.A.1.Su.c: Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts. • MA.3.A.1.Pa.a: Solve simple problems involving joining or separating sets of objects to 3.
<p>MA.3.A.1.3:</p>	<p>Identify, describe, and apply division and multiplication as inverse operations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.1.In.d: Use objects and pictures to represent the inverse relationship between addition and subtraction facts.

	<ul style="list-style-type: none"> • MA.3.A.1.Su.b: Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures. • MA.3.A.1.Pa.b: Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.
MA.3.A.2.1:	<p>Represent fractions, including fractions greater than one, using area, set, and linear models.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.2.In.a: Represent half and whole using area and sets of objects. • MA.3.A.2.Su.a: Recognize part and whole using area and sets of objects. • MA.3.A.2.Pa.a: Recognize parts of whole objects and parts of sets of objects.
MA.3.A.2.2:	<p>Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.2.In.b: Identify the relationship between half and whole. • MA.3.A.2.Su.a: Recognize part and whole using area and sets of objects. • MA.3.A.2.Pa.a: Recognize parts of whole objects and parts of sets of objects.
MA.3.A.2.3:	<p>Compare and order fractions, including fractions greater than one, using models and strategies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.2.In.b: Identify the relationship between half and whole. • MA.3.A.2.Su.a: Recognize part and whole using area and sets of objects. • MA.3.A.2.Pa.a: Recognize parts of whole objects and parts of sets of objects.

<p><u>MA.3.A.2.4:</u></p>	<p>Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.3.A.2.In.a:</u> Represent half and whole using area and sets of objects. • <u>MA.3.A.2.Su.a:</u> Recognize part and whole using area and sets of objects. • <u>MA.3.A.2.Pa.a:</u> Recognize parts of whole objects and parts of sets of objects.
<p><u>MA.3.A.4.1:</u></p>	<p>Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.3.A.4.In.a:</u> Complete growing visual and number patterns. • <u>MA.3.A.4.Su.a:</u> Match a two-element repeating visual pattern using objects and pictures. • <u>MA.3.A.4.Pa.a:</u> Recognize the next step in a simple pattern or sequence of activities.
<p><u>MA.3.A.6.1:</u></p>	<p>Represent, compute, estimate, and solve problems using numbers through hundred thousands.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.3.A.6.In.a:</u> Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals. • <u>MA.3.A.6.Su.a:</u> Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals. • <u>MA.3.A.6.Pa.a:</u> Recognize quantities 1 to 3 using sets of objects, pictures, or number names.
<p><u>MA.3.A.6.2:</u></p>	<p>Solve non-routine problems by making a table, chart ,or list and searching for patterns.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.A.6.In.b: Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30. • MA.3.A.6.Su.b: Use one-to-one correspondence to count sets of objects to 10. • MA.3.A.6.Pa.b: Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3.
<p>MA.3.G.3.1:</p>	<p>Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.G.3.In.a: Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes. • MA.3.G.3.Su.a: Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides. • MA.3.G.3.Pa.a: Recognize common objects with two-dimensional shapes, such as circle and square.
<p>MA.3.G.3.2:</p>	<p>Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.3.G.3.In.b: Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes. • MA.3.G.3.Su.b: Combine (compose) two shapes to make other shapes. • MA.3.G.3.Pa.a: Recognize common objects with two-dimensional shapes, such as circle and square.
<p>MA.3.G.3.3:</p>	<p>Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and</p>

	<p>symmetry.</p> <p>Access Points:</p> <ul style="list-style-type: none">• MA.3.G.3.In.c: Identify two-dimensional shapes that are the same shape and size (congruent).• MA.3.G.3.Su.c: Match two-dimensional shapes that are the same shape and size (congruent).• MA.3.G.3.Pa.b: Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent).
<p>MA.3.G.5.1:</p>	<p>Select appropriate units, strategies, and tools to solve problems involving perimeter.</p> <p>Access Points:</p> <ul style="list-style-type: none">• MA.3.G.5.In.a: Use a ruler to solve problems involving the length of sides of squares and rectangles.• MA.3.G.5.Su.a: Use nonstandard measurement units to solve problems for length of sides of squares.

Course: 7712030 Access Mathematics - Grade 2

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1747.aspx?ct=1>

BASIC INFORMATION

Course Number:	7712030
Course Title:	Access Mathematics - Grade 2
Course Abbreviated Title:	Access Mathematics - Grade 2
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(21) Supported(15) Participatory(12)

MA.2.A.1.1:	Identify relationships between the digits and their place values
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	<p>through the thousands, including counting by tens and hundreds.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.1.In.a: Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting. • MA.2.A.1.Su.a: Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more. • MA.2.A.1.Pa.a: Match one object to a designated space to show one-to-one correspondence.
<p>MA.2.A.1.2:</p>	<p>Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.1.In.b: Represent numbers to 20 using sets of objects and pictures, number names, and numerals. • MA.2.A.1.Su.b: Represent quantities to 5 or more using sets of objects, number names, and numerals. • MA.2.A.1.Pa.b: Associate quantities 1 and 2 with number names.
<p>MA.2.A.1.3:</p>	<p>Compare and order multi-digit numbers through the thousands.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.1.In.c: Identify and use ordinal numbers to fifth. • MA.2.A.1.In.d: Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20. • MA.2.A.1.Su.a: Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more. • MA.2.A.1.Pa.a: Match one object to a designated space to show one-to-one correspondence.
<p>MA.2.A.2.1:</p>	<p>Recall basic addition and related subtraction facts.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.2.In.a: Identify the meaning of the +, -, and = signs in addition and subtraction problems.

	<ul style="list-style-type: none"> • MA.2.A.2.Su.a: Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects. • MA.2.A.2.Pa.a: Compare quantities to 3 using language, such as more, less, or the same.
MA.2.A.2.2:	<p>Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.2.In.b: Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures. • MA.2.A.2.Su.b: Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects. • MA.2.A.2.Pa.b: Solve simple real-world problems involving joining or separating small quantities of objects.
MA.2.A.2.3:	<p>Estimate solutions to multi-digit addition and subtraction problems through three digits.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.2.In.b: Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures. • MA.2.A.2.Su.b: Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects. • MA.2.A.2.Pa.b: Solve simple real-world problems involving joining or separating small quantities of objects.
MA.2.A.2.4:	<p>Solve addition and subtraction problems that involve measurement and geometry.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.2.In.c: Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including money, measurement, geometry, and other problem situations. • MA.2.A.2.Su.c: Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects. • MA.2.A.2.Pa.b: Solve simple real-world problems involving joining or separating small quantities of objects.
<p>MA.2.A.4.1:</p>	<p>Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.4.In.a: Identify two-element repeating visual patterns and extend with one repetition. • MA.2.A.4.Su.a: Match two-element repeating patterns of sounds, physical movements, and objects. • MA.2.A.4.Pa.a: Recognize a repeated pattern of stimuli, such as sounds or lights.
<p>MA.2.A.4.2:</p>	<p>Classify numbers as odd or even and explain why.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.4.In.d: Recognize rules for addition functions, including 1 more and 2 more. • MA.2.A.4.Su.b: Use the rule, 1 more, to identify the next number with numbers 1 to 5. • MA.2.A.4.Pa.b: Use one-to-one correspondence to identify sets of objects with the same amount to 2.
<p>MA.2.A.4.3:</p>	<p>Generalize numeric and non-numeric patterns using words and tables.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.4.In.b: Fill in missing items in two-element repeating visual patterns.

	<ul style="list-style-type: none"> • MA.2.A.4.Su.a: Match two-element repeating patterns of sounds, physical movements, and objects. • MA.2.A.4.Pa.a: Recognize a repeated pattern of stimuli, such as sounds or lights.
MA.2.A.4.4:	<p>Describe and apply equality to solve problems, such as in balancing situations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.4.In.c: Identify equal and unequal sets of objects and pictures to 20. • MA.2.A.4.Su.c: Use one-to-one correspondence to identify sets of objects with the same number to 5. • MA.2.A.4.Pa.b: Use one-to-one correspondence to identify sets of objects with the same amount to 2.
MA.2.A.4.5:	<p>Recognize and state rules for functions that use addition and subtraction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.4.In.d: Recognize rules for addition functions, including 1 more and 2 more. • MA.2.A.4.Su.b: Use the rule, 1 more, to identify the next number with numbers 1 to 5. • MA.2.A.4.Pa.b: Use one-to-one correspondence to identify sets of objects with the same amount to 2.
MA.2.A.6.1:	<p>Solve problems that involve repeated addition.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.A.6.In.a: Solve problems involving addition of the same number, such as 1+1 or 2+2 with sums to 10. • MA.2.A.6.Su.a: Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting. • MA.2.A.6.Pa.a: Solve simple problems involving joining sets of objects with the same quantity to 2.

<p><u>MA.2.G.3.1:</u></p>	<p>Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.2.G.3.In.a:</u> Use standard units of whole inches to measure the length of objects. • <u>MA.2.G.3.Su.a:</u> Measure the length of objects using nonstandard units of measure and count to 5 or more units. • <u>MA.2.G.3.Pa.a:</u> Recognize length of real objects, such as big, little, long, or short.
<p><u>MA.2.G.3.2:</u></p>	<p>Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.2.G.3.In.a:</u> Use standard units of whole inches to measure the length of objects. • <u>MA.2.G.3.Su.a:</u> Measure the length of objects using nonstandard units of measure and count to 5 or more units. • <u>MA.2.G.3.Pa.a:</u> Recognize length of real objects, such as big, little, long, or short.
<p><u>MA.2.G.3.3:</u></p>	<p>Apply the Transitive Property when comparing lengths of objects.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.2.G.3.In.b:</u> Compare and order objects of different lengths. • <u>MA.2.G.3.Su.b:</u> Compare lengths of objects to solve real-world problems. • <u>MA.2.G.3.Pa.a:</u> Recognize length of real objects, such as big, little, long, or short.
<p><u>MA.2.G.3.4:</u></p>	<p>Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.2.G.3.In.c:</u> Select and use a ruler to measure and compare lengths to solve problems.

	<ul style="list-style-type: none"> • MA.2.G.3.Su.b: Compare lengths of objects to solve real-world problems. • MA.2.G.3.Pa.a: Recognize length of real objects, such as big, little, long, or short.
<p>MA.2.G.5.1:</p>	<p>Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.G.5.In.a: Match parts with the whole using geometric shapes. • MA.2.G.5.Su.a: Identify part and whole of geometric shapes. • MA.2.G.5.Pa.a: Recognize parts of common objects.
<p>MA.2.G.5.2:</p>	<p>Identify time to the nearest hour and half hour.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.G.5.In.b: Identify concepts of time, including before, after, yesterday, today, tomorrow, first, and next, by relating activities with the time period. • MA.2.G.5.In.c: Identify the days of the week in relation to the calendar. • MA.2.G.5.In.d: Identify analog and digital clocks as tools for telling time. • MA.2.G.5.Su.b: Identify the concepts of time, including morning, afternoon, before, after, and next, by relating activities with the time period. • MA.2.G.5.Pa.b: Recognize common activities that occur at regular times, such as lunch, bedtime, or going to school.
<p>MA.2.G.5.3:</p>	<p>Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.G.5.In.e: Identify the purpose of coins and bills. • MA.2.G.5.Su.c: Identify coins as money. • MA.2.G.5.Pa.c: Associate giving an action or object with receiving an action or object.

MA.2.G.5.4:	<p>Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.2.G.5.In.f: Compare objects by weight—using terms including heavy and light—and capacity, using terms including holds more and holds less. • MA.2.G.5.Su.d: Compare weight of objects using the concepts of heavy and light. • MA.2.G.5.Pa.d: Recognize differences in sizes of containers that hold liquids (capacity).
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RELATED GLOSSARY TERM DEFINITIONS (40)

Addend:	Any number being added.
Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Array:	A set of objects or numbers arranged in rows and columns.
Capacity:	The amount of space that can be filled in a container. Both capacity and volume are used to measure three-dimensional spaces.
Chart:	A data display that presents information in columns and rows.
Cube:	Solid figure with six congruent, square faces
Customary units:	The units of measure developed, based on units in use in Great Britain before 1824, and used in the United States. Customary units for length are inches, feet, yards, and miles. Customary units for weight are ounces, pounds, and tons. Customary units for volume are cubic inches, cubic feet, and cubic years. Customary units for capacity are fluid ounces, cups, pints, quarts, and gallons.

Digit:	A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits.
Equal:	Having the same value (=).
Equality:	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ($a=a$), symmetric (if $a=b$, then $b=a$), and transitive (if $a=b$ and $b=c$, then $a=c$) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Even number:	An integer that is a multiple of 2.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Geometry:	The branch of mathematics that explores the position, size, and shape of figures.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mass:	The amount of matter of an object.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Numeral:	A symbol representing a number. Hindu-Arabic numerals (0-9) are the ones most commonly used today. Other types include Egyptian, Babylonian, Mayan, Greek, and Roman numerals.
Odd number:	An integer that is not divisible by two without leaving a remainder.
Odds:	The ratio of one event occurring (favorable outcome) to it not occurring (unfavorable outcome) if all outcomes are equally likely.

Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Perimeter:	The distance around a two dimensional figure.
Place value:	The value of a digit in a number, based on the location of the digit.
Procedure:	A specific prescription for carrying out a mathematical task such as adding, multiplying, simplifying, and factoring.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Sequence:	A list of numbers set apart by commas, such as -1, 1, -1, 1, -1, ...
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Standard algorithm (for division):	A procedure for finding a two- or more-place quotient of a division problem when a two or more-step procedure is used (steps include dividing, multiplying, comparing, subtracting, and regrouping).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Transitive property:	When the first element has a particular relationship to a second element that in turn has the same relationship to a third element; the first has this same relationship to the third element (If $a = b$ and $b = c$, then $a = c$.)
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.

Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$



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Course: 7712020 Access Mathematics - Grade 1

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page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1743.aspx?ct=1>

BASIC INFORMATION

Course Number:	7712020
Course Title:	Access Mathematics - Grade 1
Course Abbreviated Title:	Access Mathematics - Grade 1
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(11) Supported(11) Participatory(9)

MA.1.A.1.1:	Model addition and subtraction situations using the concepts of
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	<p>"part-whole," "adding to," "taking away from," "comparing," and missing addend."</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.1.In.a: Identify the meaning of addition as adding to and subtraction as taking away from. • MA.1.A.1.Su.a: Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects. • MA.1.A.1.Pa.a: Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.
<p>MA.1.A.1.2:</p>	<p>Identify, describe, and apply addition and subtraction as inverse operations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.1.In.a: Identify the meaning of addition as adding to and subtraction as taking away from. • MA.1.A.1.Su.a: Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects. • MA.1.A.1.Pa.a: Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.
<p>MA.1.A.1.3:</p>	<p>Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.1.In.b: Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures. • MA.1.A.1.Su.b: Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5. • MA.1.A.1.Pa.b: Solve problems involving small quantities of objects or actions using language, such as enough, too much,

	<p>or more.</p>
<p>MA.1.A.1.4:</p>	<p>Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.1.In.b: Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures. • MA.1.A.1.Su.b: Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5. • MA.1.A.1.Pa.b: Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.
<p>MA.1.A.2.1:</p>	<p>Compare and order whole numbers at least to 100.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.2.In.a: Compare and order numbers 1 to 10. • MA.1.A.2.Su.a: Use one-to-one correspondence to compare sets of objects to 5. • MA.1.A.2.Pa.a: Associate quantities with language, such as many, a lot, or a little.
<p>MA.1.A.2.2:</p>	<p>Represent two digit numbers in terms of tens and ones.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.2.In.b: Use one-to-one correspondence to count sets of objects or pictures to 10. • MA.1.A.2.Su.b: Use one-to-one correspondence to count sets of objects to 5 arranged in a row. • MA.1.A.2.Pa.a: Associate quantities with language, such as many, a lot, or a little.
<p>MA.1.A.2.3:</p>	<p>Order counting numbers, compare their relative magnitudes, and</p>

	<p>represent numbers on a number line.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.2.In.c: Represent numbers to 10 using sets of objects and pictures, number names, and numerals. • MA.1.A.2.Su.c: Represent quantities to 5 using sets of objects and number names. • MA.1.A.2.Pa.b: Recognize rote counting 1 to 3.
<p>MA.1.A.4.1:</p>	<p>Extend repeating and growing patterns, fill in missing terms, and justify reasoning.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.4.In.a: Match a two-element repeating visual pattern. • MA.1.A.4.Su.a: Match objects by single attributes, such as color, shape, or size. • MA.1.A.4.Pa.a: Recognize two objects that are the same size or color.
<p>MA.1.A.6.1:</p>	<p>Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.A.6.In.a: Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures. • MA.1.A.6.Su.a: Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5. • MA.1.A.6.Pa.a: Solve simple problems involving putting together and taking apart small quantities of objects.
<p>MA.1.A.6.2:</p>	<p>Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • MA.1.A.6.In.a: Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures. • MA.1.A.6.Su.a: Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5. • MA.1.A.6.Pa.a: Solve simple problems involving putting together and taking apart small quantities of objects.
<p>MA.1.G.3.1:</p>	<p>Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides and number of vertices.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.G.3.In.a: Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides. • MA.1.G.3.Su.a: Match and name common two-dimensional objects by shape, including square and circle. • MA.1.G.3.Pa.a: Recognize common objects with two-dimensional shapes, such as circle or square.
<p>MA.1.G.3.2:</p>	<p>Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.G.3.In.b: Combine two shapes to make another shape and identify the whole-part relationship. • MA.1.G.3.Su.b: Sort common two- and three-dimensional objects by size, including big and little. • MA.1.G.3.Pa.b: Recognize common three-dimensional objects, such as balls (spheres) or blocks (cubes).
<p>MA.1.G.5.1:</p>	<p>Measure by using iterations of a unit, and count the unit measures by grouping units.</p> <p>Access Points:</p>

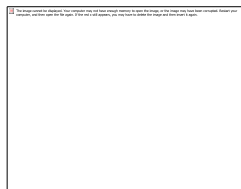
	<ul style="list-style-type: none"> • MA.1.G.5.In.a: Measure length of objects using nonstandard units of measure and count the units. • MA.1.G.5.Su.a: Measure length of objects using nonstandard units of measure. • MA.1.G.5.Pa.a: Recognize similarities and differences in size of common objects.
MA.1.G.5.2 :	<p>Compare and order objects according to descriptors of length, weight, and capacity.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.1.G.5.In.b: Compare objects by concepts of length—using terms, such as longer, shorter, and same—and capacity, using terms, such as full and empty. • MA.1.G.5.Su.b: Compare objects by length using terms, such as long and short. • MA.1.G.5.Pa.a: Recognize similarities and differences in size of common objects.

RELATED GLOSSARY TERM DEFINITIONS (32)

Addend:	Any number being added.
Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Associative property:	The way in which three or more numbers are grouped for addition or multiplication does not change their sum or product, respectively [e.g., $(5 + 6) + 9 = 5 + (6 + 9)$ or $(2 \times 3) \times 8 = 2 \times (3 \times 8)$].
Attribute:	A quality or characteristic, such as color, thickness, size, and shape.
Capacity:	The amount of space that can be filled in a container. Both capacity and volume are used to measure three-dimensional spaces.
Compose:	To form by putting together (e.g., a geometric figure or a number).

Conceptual understanding:	Comprehension of mathematical concepts, operations, and relations. Students with conceptual understanding know why a mathematical idea is important, connect mathematical topics with each other and with other subject areas, and recognize the contexts in which a mathematical idea is useful.
Congruent:	Figures or objects that are the same shape and size.
Cube:	Solid figure with six congruent, square faces
Decompose:	To separate into parts or elements (e.g., geometric figures or numbers).
Digit:	A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits.
Focus:	A special point used to construct and define a conic section.
inverse operation:	An action that undoes a previously applied action. For example, subtraction is the inverse operation of addition.
Isosceles triangle:	A triangle with at least two congruent sides and two congruent angles. An equilateral triangle is a special case of an isosceles triangle having not just two, but all three sides and angles equal.
Length:	A one-dimensional measure that is the measurable property of line segments.
Magnitude:	The amount of a quantity. Magnitude is never negative.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).

Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Solid figures:	Three-dimensional figures that completely enclose a portion of space (e.g., a rectangular prism, cube, sphere, right circular cylinder, right circular cone, and square pyramid).
Standard algorithm (for division):	A procedure for finding a two- or more-place quotient of a division problem when a two or more-step procedure is used (steps include dividing, multiplying, comparing, subtracting, and regrouping).
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Commutative property:	The order in which two numbers are added or multiplied does not change their sum or product, respectively (e.g., $2 + 3 = 3 + 2$, or $4 \times 7 = 7 \times 4$).
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$



Course: 7712015 Access Mathematics - Grade Kindergarten

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1746.aspx?ct=1>

BASIC INFORMATION

Course Number:	7712015
Course Title:	Access Mathematics - Grade Kindergarten
Course Abbreviated Title:	Access Mathematics - Grade Kindergarten
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas » NCLB: Yes Class Size: Yes Requires HQT: Yes
Number of Credits:	NA
Course Length:	Year
Course Type:	Core
Requires Highly Qualified Teacher(HQT)?	Yes
Class Size?	Yes
No Child Left Behind (NCLB)?	Yes
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(10) Supported(11) Participatory(9)

MA.K.A.1.1:	Represent quantities with numbers up to 20, verbally, in writing, and
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	<p>with manipulatives.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.A.1.In.a: Represent quantities to 5 using sets of objects and number names. • MA.K.A.1.Su.a: Represent quantities to 3 using sets of objects and number names. • MA.K.A.1.Pa.a: Indicate desire for more of an action or object. • MA.K.A.1.Pa.b: Indicate desire for no more of an action or object.
<p>MA.K.A.1.2:</p>	<p>Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.A.1.In.b: Use one-to-one correspondence to count and compare sets of objects to 5. • MA.K.A.1.Su.b: Use one-to-one correspondence to count sets of objects to 3. • MA.K.A.1.Pa.c: Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.
<p>MA.K.A.1.3:</p>	<p>Solve word problems involving simple joining and separating situations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.A.1.Su.c: Solve problems with up to 3 objects involving simple joining (putting together) situations. • MA.K.A.1.Pa.c: Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.
<p>MA.K.A.4.1:</p>	<p>Identify and duplicate simple number and non-numeric repeating and growing patterns.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.A.4.In.a: Match two-element repeating patterns of sounds, physical movements, and objects. • MA.K.A.4.Su.a: Match identical sounds, physical movements, and objects. • MA.K.A.4.Pa.a: Recognize two objects that are identical to each other.
<p>MA.K.G.2.1:</p>	<p>Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.G.2.In.a: Sort objects by single attributes, including shape and size. • MA.K.G.2.Su.a: Sort common objects by size. • MA.K.G.2.Pa.a: Recognize a common object with a two-dimensional shape. • MA.K.G.2.Pa.b: Recognize a common three-dimensional object.
<p>MA.K.G.2.2:</p>	<p>Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.G.2.In.b: Match and name two-dimensional shapes, including circle and square. • MA.K.G.2.Su.b: Identify square objects or pictures when given the name. • MA.K.G.2.Pa.a: Recognize a common object with a two-dimensional shape.
<p>MA.K.G.2.3:</p>	<p>Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.G.2.In.c: Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes). • MA.K.G.2.Su.c: Identify three-dimensional objects, such as a

	<p>block (cube) or ball (sphere).</p> <ul style="list-style-type: none"> • MA.K.G.2.Pa.b: Recognize a common three-dimensional object.
<p>MA.K.G.2.4:</p>	<p>Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.G.2.In.d: Identify shapes, including circle and square, in the environment. • MA.K.G.2.Su.d: Identify square shapes in the environment when given the name. • MA.K.G.2.Pa.a: Recognize a common object with a two-dimensional shape. • MA.K.G.2.Pa.b: Recognize a common three-dimensional object.
<p>MA.K.G.2.5:</p>	<p>Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.G.2.In.e: Identify spatial relationships, including in, out, up, down, top, bottom, on, and off. • MA.K.G.2.Su.e: Identify spatial relationships, including on, off, up, and down. • MA.K.G.2.Pa.c: Recognize a movement that reflects a spatial relationship, such as up and down.
<p>MA.K.G.3.1:</p>	<p>Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.K.G.3.In.a: Compare overall size and length of objects and describe using terms, such as big, small, long, and short. • MA.K.G.3.Su.a: Identify size of objects using terms, such as big and little. • MA.K.G.3.Pa.a: Recognize differences in size of objects.

<u>MA.K.G.5.1:</u>	<p>Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.K.G.5.In.a:</u> Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period. • <u>MA.K.G.5.Su.a:</u> Identify concepts of time, including day and night, by relating daily events to a time period. • <u>MA.K.G.5.Pa.a:</u> Recognize common activities that occur every day.
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RELATED GLOSSARY TERM DEFINITIONS (21)

Attribute:	A quality or characteristic, such as color, thickness, size, and shape.
Cube:	Solid figure with six congruent, square faces
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Edge:	A line segment where two faces of a polyhedron meet.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Hexagon (wolfram):	Is a six-sided polygon.
Length:	A one-dimensional measure that is the measurable property of line segments.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the

	typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Ordinal number:	A number that names the place or position of an object in a sequence or set.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Rectangle:	A parallelogram with four right angles.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Sphere:	A three-dimensional figure in which all points on the figure are equidistant from a center point.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Triangle:	A polygon with three sides.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.



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Course: 7710016 Access Language Arts - Grade 5

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BASIC INFORMATION

Course Number:	7710016
Course Title:	Access Language Arts - Grade 5
Course Abbreviated Title:	Access Language Arts - Grade 5
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(75) Supported(64) Participatory(44)

LA.5.1.4.1:	<p>The student will understand spelling patterns;</p> <p>Access Points:</p> <ul style="list-style-type: none">• LA.5.1.4.In.a: Identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs.• LA.5.1.4.Su.a: Identify, blend, and segment initial, final, and medial phonemes in CVC and CVCe words.• LA.5.1.4.Pa.a: Respond to pictures or symbols paired with spoken words in daily activities.
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<p><u>LA.5.1.4.2:</u></p>	<p>The student will recognize structural analysis; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.1.4.In.b:</u> Decode words with consonant and vowel digraphs and common vowel diphthongs. • <u>LA.5.1.4.In.c:</u> Decode compound words and contractions. • <u>LA.5.1.4.In.d:</u> Recognize words with possessives and inflections (ed, ing). • <u>LA.5.1.4.In.g:</u> Recognize common abbreviations. • <u>LA.5.1.4.Su.b:</u> Decode phonetically regular words with common long and short vowel spelling patterns. • <u>LA.5.1.4.Su.c:</u> Recognize high frequency sight words. • <u>LA.5.1.4.Pa.a:</u> Respond to pictures or symbols paired with spoken words in daily activities.
<p><u>LA.5.1.4.3:</u></p>	<p>The student will use language structure to read multi-syllabic words in text.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.1.4.In.e:</u> Decode phonetically regular multisyllabic words. • <u>LA.5.1.4.In.f:</u> Recognize high frequency words with irregular spellings. • <u>LA.5.1.4.In.h:</u> Use self correction when subsequent reading indicates an earlier misreading. • <u>LA.5.1.4.Su.d:</u> Use self correction when subsequent reading indicates an earlier misreading. • <u>LA.5.1.4.Pa.a:</u> Respond to pictures or symbols paired with spoken words in daily activities.
<p><u>LA.5.1.5.1:</u></p>	<p>The student will demonstrate the ability to read grade level text; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.1.5.In.a:</u> Read text with high frequency sight words and phonetically regular words with accuracy. • <u>LA.5.1.5.Su.a:</u> Read simple text with high frequency sight words and phonetically regular words with accuracy. • <u>LA.5.1.5.Pa.a:</u> Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar

	<p>stories and daily activities.</p> <ul style="list-style-type: none"> • LA.5.1.5.Pa.b: Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.
<p>LA.5.1.5.2:</p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.5.In.a: Read text with high frequency sight words and phonetically regular words with accuracy. • LA.5.1.5.Su.a: Read simple text with high frequency sight words and phonetically regular words with accuracy. • LA.5.1.5.Pa.a: Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. • LA.5.1.5.Pa.b: Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.
<p>LA.5.1.6.1:</p>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.a: Use new vocabulary that is introduced and taught directly • LA.5.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.5.1.6.2:</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.b: Listen to, read, and discuss stories and informational text • LA.5.1.6.Su.b: Listen to, read, and talk about stories and informational text. • LA.5.1.6.Pa.b: Listen and respond to stories and

	informational text.
LA.5.1.6.3:	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.c: Use context clues and graphics to determine meanings of unknown words. • LA.5.1.6.Su.c: Use context clues and illustrations to determine meanings of unknown words. • LA.5.1.6.Pa.d: Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.
LA.5.1.6.4:	<p>the student will categorize key vocabulary and identify salient features;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.d: Categorize key vocabulary. • LA.5.1.6.Su.d: Categorize key vocabulary. • LA.5.1.6.Pa.c: Identify persons, objects, and actions by name in daily activities.
LA.5.1.6.5:	<p>The student will relate new vocabulary to familiar words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.e: Relate new vocabulary to familiar words. • LA.5.1.6.Su.e: Relate new vocabulary to familiar words. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.6:	<p>The student will identify shades of meaning in related words (e.g., blaring, loud);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.e: Relate new vocabulary to familiar words. • LA.5.1.6.Su.e: Relate new vocabulary to familiar words. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced

	and taught directly.
LA.5.1.6.7:	<p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.f: Identify the meaning of words using knowledge of tense (ed, ing), plural endings, and regular contractions. • LA.5.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.8:	<p>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.g: Identify common synonyms, antonyms, and homonyms. • LA.5.1.6.Su.f: Identify common synonyms, antonyms, and compound words using pictures. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.9:	<p>The student will determine the correct meaning of words with multiple meanings in context;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.h: Identify the correct meaning of a word with multiple meanings in context • LA.5.1.6.Su.c: Use context clues and illustrations to determine meanings of unknown words. • LA.5.1.6.Pa.d: Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.
LA.5.1.6.10:	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a

	<p>dictionary, thesaurus, and digital tools; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.i: Determine the meaning of unknown words using a picture dictionary and digital tools. • LA.5.1.6.Su.g: Use information from print or visual reference materials to determine the meaning of unknown words. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.5.1.6.11:</p>	<p>The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.6.In.f: Identify the meaning of words using knowledge of tense (ed, ing), plural endings, and regular contractions. • LA.5.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.5.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.5.1.7.1:</p>	<p>The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.a: Preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text. • LA.5.1.7.Su.a: Preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text. • LA.5.1.7.Pa.a: Identify illustrations of characters or objects in readaloud stories or informational text.
<p>LA.5.1.7.2:</p>	<p>The student will identify the authors purpose (e.g., to persuade,</p>

	<p>inform, entertain, explain) and how an authors perspective influences text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.b: Identify the author’s purpose (e.g., to tell a story, give information, entertain) using key words, phrases, and graphics in text; • LA.5.1.7.Su.b: Sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something). • LA.5.1.7.Pa.b: Respond to feelings expressed in readaloud stories and informational text.
<p>LA.5.1.7.3:</p>	<p>The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.c: Identify explicit information in text, including but not limited to main idea what, where, when, how, why), and sequence of events. • LA.5.1.7.Su.c: Identify explicit ideas and information in text, including but not limited to main idea or topic , supporting details (e.g., who, what, where, when), and sequence of events in readaloud stories and informational text. • LA.5.1.7.Pa.b: Respond to feelings expressed in readaloud stories and informational text.
<p>LA.5.1.7.4:</p>	<p>The student will identify cause-and-effect relationships in text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.d: Identify cause and effect relationships in stories and informational text. • LA.5.1.7.Su.d: Identify explicit cause/effect relationships in readaloud stories and informational text. • LA.5.1.7.Pa.d: Use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities.

<p>LA.5.1.7.5:</p>	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.e: Identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text. • LA.5.1.7.Su.c: Identify explicit ideas and information in text, including but not limited to main idea or topic , supporting details (e.g., who, what, where, when), and sequence of events in readaloud stories and informational text. • LA.5.1.7.Pa.b: Respond to feelings expressed in readaloud stories and informational text.
<p>LA.5.1.7.6:</p>	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.f: Identify the essential message or topic in text. • LA.5.1.7.Su.e: Identify statements of the main idea or topic in readaloud text. • LA.5.1.7.Pa.c: Respond accurately and consistently to pictures or symbols paired with words in familiar readaloud stories and informational text.
<p>LA.5.1.7.7:</p>	<p>The student will compare and contrast elements in multiple texts; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.1.7.In.g: Identify similarities and differences in elements (e.g., characters, objects, actions) within a text. • LA.5.1.7.Su.f: Identify differences in characters, actions, and objects in text. • LA.5.1.7.Pa.c: Respond accurately and consistently to pictures or symbols paired with words in familiar readaloud stories and informational text.

<p><u>LA.5.1.7.8:</u></p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.1.7.In.h:</u> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. • <u>LA.5.1.7.Su.g:</u> Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. • <u>LA.5.1.7.Pa.e:</u> Use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
<p><u>LA.5.2.1.1:</u></p>	<p>The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.2.1.In.a:</u> Distinguish among common forms of literature (e.g., stories, poetry, drama). • <u>LA.5.2.1.Su.a:</u> Identify common forms of literature (e.g., stories, poetry); • <u>LA.5.2.1.Pa.a:</u> Identify characters, objects, and actions in readaloud literature.
<p><u>LA.5.2.1.2:</u></p>	<p>The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.2.1.In.b:</u> Identify characters, settings, and elements of

	<p>plot structure (e.g., actions, sequence of events, problem/solution) in a variety of fiction.</p> <ul style="list-style-type: none"> • LA.5.2.1.Su.b: Identify characters, settings, actions, and events in readaloud fiction. • LA.5.2.1.Pa.a: Identify characters, objects, and actions in readaloud literature.
<p>LA.5.2.1.3:</p>	<p>The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.c: Identify rhyme, repetition, rhythm, and descriptive language in poetry. • LA.5.2.1.Su.c: Identify rhyme, repetition, and rhythm in poetry. • LA.5.2.1.Pa.b: Respond to differences in rhythm in familiar poetry or songs.
<p>LA.5.2.1.4:</p>	<p>The student will identify an author's theme, and use details from the text to explain how the author developed that theme;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.d: Identify the main topic or essential message of a familiar literary selection. • LA.5.2.1.Su.d: Match familiar literature selections to a topic. • LA.5.2.1.Pa.a: Identify characters, objects, and actions in readaloud literature.
<p>LA.5.2.1.5:</p>	<p>The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.e: Demonstrate understanding of a literature selection by describing how it connects to life experiences. • LA.5.2.1.Su.e: Contribute to a group response connecting characters, actions, settings, or events in readaloud literature

	<p>to life experiences.</p> <ul style="list-style-type: none"> • LA.5.2.1.Pa.c: Use pictures, symbols, or words to identify characters, objects, and actions from familiar readaloud stories.
<p>LA.5.2.1.6:</p>	<p>The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.f: Write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection. • LA.5.2.1.Su.f: Produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a readaloud story. • LA.5.2.1.Pa.c: Use pictures, symbols, or words to identify characters, objects, and actions from familiar readaloud stories.
<p>LA.5.2.1.7:</p>	<p>The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.g: Recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar); • LA.5.2.1.Su.g: Recognize the meaning of figurative language (e.g., raining cats and dogs). • LA.5.2.1.Pa.a: Identify characters, objects, and actions in readaloud literature.
<p>LA.5.2.1.8:</p>	<p>The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.h: Distinguish between examples of past and

	<p>present language used in stories.</p> <ul style="list-style-type: none"> • LA.5.2.1.Su.h: Recognize language used in stories that indicates past events. • LA.5.2.1.Pa.a: Identify characters, objects, and actions in readaloud literature.
<p>LA.5.2.1.9:</p>	<p>The student will use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.1.In.i: Select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. • LA.5.2.1.Su.i: Select fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. • LA.5.2.1.Pa.d: Select fiction materials to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.5.2.2.1:</p>	<p>The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.2.In.a: Obtain information from text features (e.g., illustrations, title, headings, captions). • LA.5.2.2.Su.a: Obtain information from text features (e.g., illustrations, title, headings, captions). • LA.5.2.2.Pa.a: Identify pictures, symbols, or words used in daily classroom activities.
<p>LA.5.2.2.2:</p>	<p>The student will use information from the text to answer questions</p>

	<p>related to explicitly stated main ideas or relevant details;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.2.In.b: Use explicit information from nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why) • LA.5.2.2.Su.b: Use explicit information from readaloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when). • LA.5.2.2.Pa.b: Respond purposefully to pictures, symbols and informational text used in daily activities.
<p>LA.5.2.2.3:</p>	<p>The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.2.In.c: Organize information to show understanding (e.g., using simple graphic organizers). • LA.5.2.2.Su.c: Organize information to show understanding (e.g., using pictures or symbols). • LA.5.2.2.Pa.c: Recognize pictures, or symbols paired with words in informational text (nonfiction) used in daily activities.
<p>LA.5.2.2.4:</p>	<p>The student will identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.2.In.d: Identify a variety of nonfiction text (e.g., reference materials, picture dictionary, children’s newspapers); • LA.5.2.2.Su.d: Identify nonfiction print materials (e.g., calendar, schedule, environmental print). • LA.5.2.2.Pa.d: Select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.

<p>LA.5.2.2.5:</p>	<p>The student will use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.2.2.In.e: Select a variety of nonfiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge. • LA.5.2.2.Su.e: Select nonfiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge. • LA.5.2.2.Pa.d: Select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.
<p>LA.5.3.1.1:</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.1.In.a: Generate ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion). • LA.5.3.1.Su.a: Generate ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text. • LA.5.3.1.Pa.a: Select pictures, symbols, or words to use when communicating in classroom activities.
<p>LA.5.3.1.2:</p>	<p>The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.1.In.b: Identify the purpose (e.g., inform, tell a story) and the intended audience for writing.

	<ul style="list-style-type: none"> • LA.5.3.1.Su.b: Identify the purpose (e.g., inform, tell a story) and the intended audience for writing. • LA.5.3.1.Pa.a: Select pictures, symbols, or words to use when communicating in classroom activities.
<p>LA.5.3.1.3:</p>	<p>The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.1.In.c: Use graphic organizers or charts to make a plan for writing. • LA.5.3.1.Su.a: Generate ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text. • LA.5.3.1.Pa.a: Select pictures, symbols, or words to use when communicating in classroom activities.
<p>LA.5.3.2.1:</p>	<p>The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.2.In.a: Use a prewriting plan to develop ideas related to the topic. • LA.5.3.2.Su.a: Create a picture and dictating a story or description. • LA.5.3.2.Pa.a: Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
<p>LA.5.3.2.2:</p>	<p>The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.5.3.2.In.b: Include a beginning, middle, and end. • LA.5.3.2.Su.b: Organize ideas according to the purpose of the writing. • LA.5.3.2.Pa.a: Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.5.3.2.3 :	<p>The student will draft writing by creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.2.In.a: Use a prewriting plan to develop ideas related to the topic. • LA.5.3.2.Su.a: Create a picture and dictating a story or description. • LA.5.3.2.Pa.a: Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.5.3.3.1 :	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.3.In.a: Review the draft for clarity of content, organization, and word choice. • LA.5.3.3.Su.a: Review the picture and dictation. • LA.5.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.3.2 :	<p>The student will revise by creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.3.In.b: Use complete sentences to express ideas. • LA.5.3.3.Su.a: Review the picture and dictation. • LA.5.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.3.3:</p>	<p>The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.3.In.c: Add, change, or rearrange words and sentences to clarify the meaning and sequence of ideas and details. • LA.5.3.3.Su.c: Make changes to the picture and dictation to add or modify details or organization with prompting. • LA.5.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.3.4:</p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.3.In.d: Use tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). • LA.5.3.3.Su.d: Using a familiar resource (e.g., teacher assistance) to improve the draft. • LA.5.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.4.1:</p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and</p>

	<p>using a dictionary, thesaurus, or other resources as necessary;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.4.In.a: Edit for correct use of spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary. • LA.5.3.4.Su.b: Edit for correct use of a model to check spelling of words. • LA.5.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.4.2:</p>	<p>The student will edit for correct use of capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.4.In.b: Edit for correct use of capitalization of initial word in sentences, proper names, and the pronoun “I;”. • LA.5.3.4.Su.c: Edit for correct use of capitalization of own name, the pronoun “I,” and initial word in sentences. • LA.5.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.4.3:</p>	<p>The student will edit for correct use of punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.4.In.c: Edit for correct use of end punctuation (period and question mark) for sentences. • LA.5.3.4.Su.a: Edit for correct use of left to right progression and sequencing. • LA.5.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.

<p>LA.5.3.4.4:</p>	<p>The student will edit for correct use of the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.4.In.d: Edit for correct use of singular and plural nouns and complete sentences. • LA.5.3.4.Su.a: Edit for correct use of left to right progression and sequencing. • LA.5.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.4.5:</p>	<p>The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.4.In.d: Edit for correct use of singular and plural nouns and complete sentences. • LA.5.3.4.Su.a: Edit for correct use of left to right progression and sequencing. • LA.5.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
<p>LA.5.3.5.1:</p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.5.In.a: Produce writing that is clear, legible, and appropriate for the audience and purpose. • LA.5.3.5.Su.a: Produce pictures with legible and understandable stories or descriptions. • LA.5.3.5.Pa.a: Effectively communicate information about classroom activities using pictures, symbols, or words.
<p>LA.5.3.5.2:</p>	<p>The student will use elements of spacing and design to enhance the</p>

	<p>appearance of the document and add graphics where appropriate; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.5.In.a: Produce writing that is clear, legible, and appropriate for the audience and purpose. • LA.5.3.5.Su.a: Produce pictures with legible and understandable stories or descriptions. • LA.5.3.5.Pa.a: Effectively communicate information about classroom activities using pictures, symbols, or words.
<p>LA.5.3.5.3:</p>	<p>The student will share the writing with the intended audience.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.3.5.In.b: Share the writing with the intended audience. • LA.5.3.5.Su.b: Share the picture stories with the intended audience. • LA.5.3.5.Pa.a: Effectively communicate information about classroom activities using pictures, symbols, or words.
<p>LA.5.4.1.1:</p>	<p>The student will write narratives that establish a situation and plot with rising action, conflict, and resolution; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.1.In.a: Write narratives about events with characters and actions. • LA.5.4.1.Su.a: Write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences. • LA.5.4.1.Pa.a: Communicate information that tells about familiar persons, objects, and activities.
<p>LA.5.4.1.2:</p>	<p>The student will write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.1.In.b: Write expressive forms (e.g., stories, skits, poems) that include dialogue, rhythm and rhyme, and appropriate format. • LA.5.4.1.Su.b: Complete lines in familiar poetry by following patterns for rhythm and rhyme. • LA.5.4.1.Pa.b: Respond to differences in rhythm in familiar poems, rhymes, and songs.
<p>LA.5.4.2.1:</p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.2.In.a: Write in an expository form (e.g., daily journal, log, simple procedures). • LA.5.4.2.Su.a: Record expository information by creating pictures and dictating labels, lists, or observations. • LA.5.4.2.Pa.a: Communicate about persons, objects, or actions using pictures, symbols, or words.
<p>LA.5.4.2.2:</p>	<p>The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.2.In.b: Record information (e.g., lists, labels, charts) related to a topic. • LA.5.4.2.Su.a: Record expository information by creating pictures and dictating labels, lists, or observations. • LA.5.4.2.Pa.a: Communicate about persons, objects, or actions using pictures, symbols, or words.
<p>LA.5.4.2.3:</p>	<p>The student will write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.2.In.c: Write expository text that contains a main idea and supporting details. • LA.5.4.2.Su.c: Compose informal invitations, messages, and thank you notes using a model. • LA.5.4.2.Pa.b: Communicate information about daily activities.
<p>LA.5.4.2.4:</p>	<p>The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.2.In.d: Compose friendly letters, invitations, messages, and thank you notes. • LA.5.4.2.Su.b: Use a word bank to write labels for common objects in the classroom. • LA.5.4.2.Su.c: Compose informal invitations, messages, and thank you notes using a model. • LA.5.4.2.Pa.c: Use gestures and expressions to greet others or invite others to engage in an activity.
<p>LA.5.4.2.5:</p>	<p>The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.2.In.e: Write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). • LA.5.4.2.Su.d: Produce functional text (e.g., two-step directions, information signs) by creating pictures with dictated sentences. • LA.5.4.2.Pa.d: Express preferences or choices.
<p>LA.5.4.3.1:</p>	<p>The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with</p>

	<p>detailed evidence; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.3.In.a: Select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important. • LA.5.4.3.Su.a: Create a picture of a preferred item or activity and dictate a reason why that item is preferred. • LA.5.4.3.Pa.a: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.5.4.3.2:</p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.4.3.In.a: Select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important. • LA.5.4.3.Su.a: Create a picture of a preferred item or activity and dictate a reason why that item is preferred. • LA.5.4.3.Pa.a: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.5.5.1.1:</p>	<p>The student will demonstrate fluent and legible cursive writing skills.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.5.1.In.a: Use legible handwriting. • LA.5.5.1.Su.a: Write words using upper case and lower case letters, proper spacing, and sequencing. • LA.5.5.1.Pa.a: Use pictures, symbols, or words to communicate meaning.
<p>LA.5.5.2.1:</p>	<p>The student will listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.5.2.In.a: Listen and speak to gain and share information for a variety of purposes. • LA.5.5.2.Su.a: Listen and speak to gain and share information for a predetermined purpose. • LA.5.5.2.Pa.a: Listen and communicate purposefully.
<p>LA.5.5.2.2:</p>	<p>The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.5.2.In.b: Contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion. • LA.5.5.2.Su.b: Contribute to informal presentations using appropriate oral language choices for the purpose. • LA.5.5.2.Pa.b: Use language to communicate with teachers or peers in classroom activities and routines.
<p>LA.5.6.1.1:</p>	<p>The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.1.In.a: Read informational text to gather information, follow multi-step directions, organize information, perform tasks, and share information. • LA.5.6.1.Su.a: Use informational text to locate specific information, follow two-step directions, answer questions, and perform tasks. • LA.5.6.1.Pa.a: Use more than one picture or symbol paired with words to carry out tasks in daily activities

<p>LA.5.6.2.1:</p>	<p>The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.2.In.a: Select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information. • LA.5.6.2.Su.a: Ask questions about a topic and select teacher recommended materials (e.g., pictures, read-aloud nonfiction books). • LA.5.6.2.Su.b: Use information from selected reference materials to answer search questions. • LA.5.6.2.Pa.a: Communicate interest and select an object to explore.
<p>LA.5.6.2.2:</p>	<p>The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.2.In.b: Read and record information from reference materials to answer search questions. • LA.5.6.2.Su.c: Produce a simple report with a title and pictures with dictated phrases and sentences. • LA.5.6.2.Pa.b: Explore and interact or use the selected object. • LA.5.6.2.Pa.c: Communicate about the selected object using pictures, symbols, or words.
<p>LA.5.6.2.3:</p>	<p>The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.2.In.c: Write a simple report with a title, main idea(s) and relevant details, and pictures or graphics. • LA.5.6.2.Su.c: Produce a simple report with a title and pictures with dictated phrases and sentences.

	<ul style="list-style-type: none"> • LA.5.6.2.Pa.c: Communicate about the selected object using pictures, symbols, or words.
LA.5.6.2.4:	<p>The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.2.In.d: Identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources). • LA.5.6.2.Su.d: Identify the titles of references or other sources used in the search. • LA.5.6.2.Pa.d: Identify objects, books or print materials that belong to others.
LA.5.6.3.1:	<p>The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.3.In.a: Recognize similarities and differences in the way information is presented in a variety of print and nonprint media. • LA.5.6.3.Su.a: Identify information communicated in print and nonprint media. • LA.5.6.3.Pa.a: Respond to familiar print or nonprint materials.
LA.5.6.3.2:	<p>The student will use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.5.6.3.In.b: Use media sources to obtain information and communicate to a specific audience. • LA.5.6.3.Su.b: Use a media source to obtain information. • LA.5.6.3.Pa.b: Respond to basic production elements in media messages (e.g., motion, color, sound).

<p><u>LA.5.6.4.1:</u></p>	<p>The student will select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.6.4.In.a:</u> Use appropriate available technology to enhance communication. • <u>LA.5.6.4.Su.a:</u> Use appropriate available technology to enhance communication. • <u>LA.5.6.4.Pa.a:</u> Use an appropriate available technology to enhance communication.
<p><u>LA.5.6.4.2:</u></p>	<p>The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.5.6.4.In.b:</u> Use digital tools for publishing or presenting a topic or story. • <u>LA.5.6.4.Su.b:</u> Use digital tools to produce pictures, letters, and words to communicate meaning. • <u>LA.5.6.4.Pa.b:</u> Use technology to communicate information or preferences.



Course: 7710015 Access Language Arts - Grade 4

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1786.aspx?ct=1>

BASIC INFORMATION

Course Number:	7710015
Course Title:	Access Language Arts - Grade 4
Course Abbreviated Title:	Access Language Arts - Grade 4
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(75) Supported(61) Participatory(44)

LA.4.1.4.1:	<p>The student will recognize knowledge of spelling patterns;</p> <p>Access Points:</p> <ul style="list-style-type: none">• LA.4.1.4.In.a: Manipulate individual phonemes in CVC, CCVC, and CVCC words through addition, deletion, and substitution.• LA.4.1.4.Su.a: Produce the most common sounds associated with all letters of the alphabet.• LA.4.1.4.Pa.a: Respond to pictures or symbols paired with spoken words in one or more daily activities.
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<p><u>LA.4.1.4.2:</u></p>	<p>The student will use structural analysis; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.4.1.4.In.b:</u> Identify and segment initial, final, and medial phonemes in words with common spelling patterns. • <u>LA.4.1.4.Su.b:</u> Blend and segment individual phonemes in selected CVC words. • <u>LA.4.1.4.Pa.a:</u> Respond to pictures or symbols paired with spoken words in one or more daily activities.
<p><u>LA.4.1.4.3:</u></p>	<p>The student will use language structure to read multi-syllabic words in text.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.4.1.4.In.c:</u> Decode words with common consonant and vowel digraphs. • <u>LA.4.1.4.In.d:</u> Decode words with r-controlled vowels. • <u>LA.4.1.4.In.e:</u> Recognize high frequency sight words. • <u>LA.4.1.4.In.f:</u> Recognize regular plurals. • <u>LA.4.1.4.In.g:</u> Use self-correction when subsequent reading indicates an earlier misreading. • <u>LA.4.1.4.Su.c:</u> Decode phonetically regular words. • <u>LA.4.1.4.Su.d:</u> Recognize high frequency sight words. • <u>LA.4.1.4.Su.e:</u> Use self-correction when subsequent reading indicates an earlier misreading. • <u>LA.4.1.4.Pa.a:</u> Respond to pictures or symbols paired with spoken words in one or more daily activities.
<p><u>LA.4.1.5.1:</u></p>	<p>The student will demonstrate the ability to read grade level text; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.4.1.5.In.a:</u> Read text with high frequency sight words and phonetically regular words with accuracy. • <u>LA.4.1.5.Su.a:</u> Read text with high frequency sight words and phonetically regular one-syllable words with accuracy. • <u>LA.4.1.5.Pa.a:</u> Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities.

<p>LA.4.1.5.2:</p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.5.In.a: Read text with high frequency sight words and phonetically regular words with accuracy. • LA.4.1.5.Su.a: Read text with high frequency sight words and phonetically regular one-syllable words with accuracy. • LA.4.1.5.Pa.b: Identify pictures or symbols paired with words to indicate the next step in a familiar daily activity.
<p>LA.4.1.6.1:</p>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.4.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.2:</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.b: Listen to, read, and discuss stories and informational text. • LA.4.1.6.Su.b: Listen to, read, and talk about stories and informational text. • LA.4.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.4.1.6.3:</p>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.c: Use context clues and illustrations to determine

	<p>the meaning of unknown words.</p> <ul style="list-style-type: none"> • LA.4.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.4:</p>	<p>The student will categorize key vocabulary and identify salient features;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.d: Categorize key vocabulary. • LA.4.1.6.Su.c: Categorize pictures. • LA.4.1.6.Pa.c: Identify persons, objects, and actions by name in daily activities.
<p>LA.4.1.6.5:</p>	<p>The student will relate new vocabulary to familiar words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.e: Relate new vocabulary to familiar words. • LA.4.1.6.Su.d: Relate new vocabulary to familiar words. • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.6:</p>	<p>The student will identify shades of meaning in related words (e.g., blaring, loud);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.e: Relate new vocabulary to familiar words. • LA.4.1.6.Su.d: Relate new vocabulary to familiar words. • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.7:</p>	<p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.f: Use knowledge of individual words to predict

	<p>meaning of unknown compound words.</p> <ul style="list-style-type: none"> • LA.4.1.6.Su.d: Relate new vocabulary to familiar words. • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.8:</p>	<p>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.g: Identify common synonyms and antonyms. • LA.4.1.6.Su.e: Identify common antonyms using pictures. • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.9:</p>	<p>The student will determine the correct meaning of words with multiple meanings in context; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.h: Determine the correct meaning of a word with multiple meanings in context. • LA.4.1.6.Su.f: Identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after). • LA.4.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.4.1.6.10:</p>	<p>The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.6.In.i: Determine the meaning of unknown words using a picture dictionary and digital tools. • LA.4.1.6.Su.g: Use information from print or visual reference materials to determine the meaning of unknown words. • LA.4.1.6.Pa.d: Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.
<p>LA.4.1.7.1:</p>	<p>The student will identify the purpose of text features (e.g., format,</p>

	<p>graphics, sequence, diagrams, illustrations, charts, maps);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.a: Preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text. • LA.4.1.7.Su.a: Preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text. • LA.4.1.7.Pa.a: Identify pictures of characters or objects in read-aloud stories or informational text.
<p>LA.4.1.7.2:</p>	<p>The student will identify the authors purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.b: Identify the author’s purpose (e.g., tell a story and give information) in text. • LA.4.1.7.Su.b: Identify text that tells a story. • LA.4.1.7.Pa.b: Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.
<p>LA.4.1.7.3:</p>	<p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.c: Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events. • LA.4.1.7.Su.c: Determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text. • LA.4.1.7.Pa.b: Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories

	and informational text used in daily activities.
LA.4.1.7.4:	<p>The student will identify cause-and-effect relationships in text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.d: Identify cause and effect relationships in pictures and text. • LA.4.1.7.Su.d: Identify actions that lead to predictable effects in read-aloud stories and informational text. • LA.4.1.7.Pa.c: Use pictures or symbols to respond to predictable cause/effect events in daily activities.
LA.4.1.7.5:	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.e: Identify explicit text structures (e.g., similarities and differences, sequence of events) in stories and informational text. • LA.4.1.7.Su.e: Identify differences in characters and actions in text. • LA.4.1.7.Pa.d: Respond to voice tone or volume that reflects the intent of verbal messages.
LA.4.1.7.6:	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.f: Identify the essential message or topic in text. • LA.4.1.7.Su.c: Determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text. • LA.4.1.7.Pa.b: Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.
LA.4.1.7.7:	The student will compare and contrast elements in multiple texts

	<p>(e.g., setting, characters, problems); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.c: Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events. • LA.4.1.7.Su.c: Determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text. • LA.4.1.7.Pa.b: Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.
<p>LA.4.1.7.8:</p>	<p>The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.1.7.In.g: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting the topic and what happens next, connecting to life experiences, and checking own understanding when reminded. • LA.4.1.7.Su.f: Use strategies to repair comprehension, including but not limited to rereading, connecting stories to life experiences, and checking own understanding when reminded. • LA.4.1.7.Pa.a: Identify pictures of characters or objects in read-aloud stories or informational text.
<p>LA.4.2.1.1:</p>	<p>The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.1.In.a: Distinguish among common forms of literature (e.g., stories, poetry). • LA.4.2.1.Su.a: Identify common forms of literature (e.g., stories, rhyming poetry).

	<ul style="list-style-type: none"> • LA.4.2.1.Pa.a: Identify characters or objects in read-aloud prose and poetry.
LA.4.2.1.2 :	<p>The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.1.In.b: Identify characters, settings, and problem/solution in a variety of fiction. • LA.4.2.1.Su.b: Identify characters, settings, actions, and events in read-aloud fiction. • LA.4.2.1.Pa.a: Identify characters or objects in read-aloud prose and poetry.
LA.4.2.1.3 :	<p>The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.1.In.c: Identify general feelings and ideas communicated in poetry. • LA.4.2.1.Su.c: Identify words that describe people, objects, and actions in poetry. • LA.4.2.1.Pa.b: Respond to words that describe actions or feelings in familiar read-aloud literature.
LA.4.2.1.4 :	<p>The student will identify an author's theme, and use details from the text to explain how the author developed that theme;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.1.In.d: Identify the main idea or topic of a literature selection. • LA.4.2.1.Su.d: Identify the topic of a familiar literature selection. • LA.4.2.1.Pa.a: Identify characters or objects in read-aloud prose and poetry.

<p><u>LA.4.2.1.5:</u></p>	<p>The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.4.2.1.In.e:</u> Respond to literature selection by describing how the story connects to life experiences. • <u>LA.4.2.1.Su.e:</u> Contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences by creating pictures and dictation. • <u>LA.4.2.1.Pa.c:</u> Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
<p><u>LA.4.2.1.6:</u></p>	<p>The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.4.2.1.In.f:</u> Write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection. • <u>LA.4.2.1.Su.f:</u> Create a picture story with dictated sentences that identifies a character, event, or setting from a read-aloud story. • <u>LA.4.2.1.Pa.c:</u> Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
<p><u>LA.4.2.1.7:</u></p>	<p>The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.4.2.1.In.g:</u> Recognize the meaning of common idioms (e.g., cross your fingers) and figurative language (e.g., the sun smiled when the day began).

	<ul style="list-style-type: none"> • LA.4.2.1.Su.b: Identify characters, settings, actions, and events in read-aloud fiction. • LA.4.2.1.Pa.c: Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
LA.4.2.1.8 :	<p>The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.1.In.h: Identify language used to describe past and present events in stories and nonfiction. • LA.4.2.1.Su.g: Recognize that events in a story can take place in the past or present. • LA.4.2.1.Pa.c: Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
LA.4.2.1.9 :	<p>The student will select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.1.In.i: Select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.4.2.1.Su.h: Select a variety of fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.4.2.1.Pa.d: Express a preference for familiar read-aloud stories or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
LA.4.2.2.1 :	<p>The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.2.In.a: Obtain information from text features (e.g., illustrations, title, headings, captions). • LA.4.2.2.Su.a: Obtain information from text features (e.g., illustrations, title). • LA.4.2.2.Pa.a: Identify referent objects, pictures, or symbols used in daily classroom activities.
<p>LA.4.2.2.2:</p>	<p>The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.2.In.b: Use explicit information from nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when, how). • LA.4.2.2.Su.b: Use explicit information from read-aloud nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when). • LA.4.2.2.Pa.b: Respond purposefully to referent objects, pictures or symbols and informational text used in daily activities.
<p>LA.4.2.2.3:</p>	<p>The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.2.In.c: Identify main ideas or topics in nonfiction text • LA.4.2.2.Su.c: Identify topics in nonfiction read-aloud text. • LA.4.2.2.Pa.b: Respond purposefully to referent objects, pictures or symbols and informational text used in daily activities.
<p>LA.4.2.2.4:</p>	<p>The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.4.2.2.In.d: Identify a variety of nonfiction text (e.g., simple reference materials, picture dictionary). • LA.4.2.2.Su.d: Identify familiar nonfiction pictures, symbols or read-aloud text (e.g., photographs, signs, logos). • LA.4.2.2.Pa.c: Respond to differences in referent objects, pictures, or symbols paired with words used in daily activities.
<p>LA.4.2.2.5:</p>	<p>The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.2.2.In.e: Select a variety of nonfiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.4.2.2.Su.e: Select a variety of nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.4.2.2.Pa.d: Express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
<p>LA.4.3.1.1:</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.1.In.a: Generate ideas related to desired topics for writing through activities (e.g., responding to prompts, viewing pictures, listening to text, taking part in group discussion). • LA.4.3.1.Su.a: Generate ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures). • LA.4.3.1.Pa.a: Associate preferences or information about

	familiar activities with pictures, symbols, or words.
LA.4.3.1.2:	<p>The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.1.In.b: Determine the purpose (e.g., inform tell a story) and intended audience for writing. • LA.4.3.1.Su.a: Generate ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures). • LA.4.3.1.Pa.a: Associate preferences or information about familiar activities with pictures, symbols, or words.
LA.4.3.1.3:	<p>The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.1.In.c: Organize ideas using a simple web or list. • LA.4.3.1.Su.a: Generate ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures). • LA.4.3.1.Pa.a: Associate preferences or information about familiar activities with pictures, symbols, or words.
LA.4.3.2.1:	<p>The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.2.In.a: Describe topics based on ideas developed in a plan. • LA.4.3.2.Su.a: Create a picture and dictate sentences that tell

	<p>a story or describe the picture</p> <ul style="list-style-type: none"> • LA.4.3.2.Pa.a: Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
<p>LA.4.3.2.2:</p>	<p>The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.2.In.b: Organize the ideas according to the purpose of the writing. • LA.4.3.2.Su.b: Communicate ideas according to the purpose. • LA.4.3.2.Pa.a: Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
<p>LA.4.3.2.3:</p>	<p>The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.2.In.a: Describe topics based on ideas developed in a plan. • LA.4.3.2.Su.a: Create a picture and dictate sentences that tell a story or describe the picture • LA.4.3.2.Pa.a: Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
<p>LA.4.3.3.1:</p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.3.In.a: Review the draft for clarity of content, organization, and use of descriptive words. • LA.4.3.3.Su.a: Review the picture and dictation. • LA.4.3.3.Pa.a: Adjust language by selecting different pictures,

	<p>symbols, or words when necessary to communicate information or preferences about familiar activities.</p>
<p>LA.4.3.3.2:</p>	<p>The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.3.In.b: Use complete sentences to express ideas. • LA.4.3.3.Su.b: copy dictated phrases or sentences. • LA.4.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
<p>LA.4.3.3.3:</p>	<p>The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.3.In.c: Add or change words to clarify meaning. • LA.4.3.3.Su.c: Make changes to the picture and dictation to add or modify details with prompting. • LA.4.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
<p>LA.4.3.3.4:</p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.3.In.d: Use tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). • LA.4.3.3.Su.b: copy dictated phrases or sentences. • LA.4.3.3.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate

	<p>information or preferences about familiar activities.</p>
<p>LA.4.3.4.1:</p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthongs, consonant digraphs, vowel digraphs, silent e, plural for words ending in y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.4.In.b: Spell phonetically regular and high frequency words using a word bank or other resource as necessary. • LA.4.3.4.Su.b: Use a model to check spelling of words • LA.4.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
<p>LA.4.3.4.2:</p>	<p>The student will edit for correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.4.In.c: Use capitalization of proper names and the pronoun "I." • LA.4.3.4.Su.c: Capitalize own first and last name and initial word in sentences. • LA.4.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
<p>LA.4.3.4.3:</p>	<p>The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.4.In.d: Use end punctuation (period). • LA.4.3.4.Su.a: Use left to right progression, sequencing, and word spacing.

	<ul style="list-style-type: none"> • LA.4.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.4:	<p>The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.4.In.e: Use complete sentences. • LA.4.3.4.Su.a: Use left to right progression, sequencing, and word spacing. • LA.4.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.5:	<p>The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.4.In.e: Use complete sentences. • LA.4.3.4.Su.b: Use a model to check spelling of words • LA.4.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.6:	<p>The student will edit for correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.4.In.d: Use end punctuation (period). • LA.4.3.4.Su.a: Use left to right progression, sequencing, and word spacing. • LA.4.3.4.Pa.a: Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.5.1:	<p>The student will prepare writing using technology in a format</p>

	<p>appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.5.In.a: Produce writing that is clear, legible, and appropriate for the purpose. • LA.4.3.5.Su.a: Produce pictures with legible and understandable stories or descriptions. • LA.4.3.5.Pa.a: Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
<p>LA.4.3.5.2:</p>	<p>The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.5.In.a: Produce writing that is clear, legible, and appropriate for the purpose. • LA.4.3.5.Su.a: Produce pictures with legible and understandable stories or descriptions. • LA.4.3.5.Pa.a: Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
<p>LA.4.3.5.3:</p>	<p>The student will share the writing with the intended audience.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.3.5.In.b: Share the writing with the intended audience. • LA.4.3.5.Su.b: Share the picture stories with others. • LA.4.3.5.Pa.a: Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
<p>LA.4.4.1.1:</p>	<p>The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.1.In.a: Write narratives that includes a main idea, characters, and sequence of events. • LA.4.4.1.Su.a: Produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences. • LA.4.4.1.Pa.a: Communicate information that tells about familiar persons, objects, and activities.
<p>LA.4.4.1.2:</p>	<p>The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.1.In.b: Write poems based on simple rhythm and rhyme patterns. • LA.4.4.1.Su.a: Produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences. • LA.4.4.1.Pa.b: Respond to patterns of language in read-aloud poems, rhymes, and songs.
<p>LA.4.4.2.1:</p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.2.In.a: Write in an expository form (e.g., daily journal, log). • LA.4.4.2.Su.a: Record expository information by creating pictures and dictating labels, lists, or observations • LA.4.4.2.Pa.a: Communicate about persons, objects, or actions using pictures, symbols, or words.
<p>LA.4.4.2.2:</p>	<p>The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as</p>

	<p>appropriate;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.2.In.b: Record information (e.g., lists, labels, charts) related to a topic. • LA.4.4.2.Su.a: Record expository information by creating pictures and dictating labels, lists, or observations • LA.4.4.2.Pa.b: Communicate information about daily activities.
<p>LA.4.4.2.3:</p>	<p>the student will write informational/expository essays that contain introductory, body, and concluding paragraphs;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.2.In.c: Write expository text that contains relevant information. • LA.4.4.2.Su.a: Record expository information by creating pictures and dictating labels, lists, or observations • LA.4.4.2.Pa.b: Communicate information about daily activities.
<p>LA.4.4.2.4:</p>	<p>The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.2.In.d: Compose a friendly letter, invitation, and thank-you note using a model. • LA.4.4.2.Su.a: Record expository information by creating pictures and dictating labels, lists, or observations • LA.4.4.2.Pa.c: Use gestures and expressions to greet others.
<p>LA.4.4.2.5:</p>	<p>The student will write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.4.4.2.In.e: Write functional text (e.g., two-step instructions and directions, labels, recipes). • LA.4.4.2.Su.c: Produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating sentences. • LA.4.4.2.Pa.d: Express preferences or choices.
LA.4.4.3.1:	<p>The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.3.In.a: Select a favorite topic and list reasons why the topic is important. • LA.4.4.3.Su.a: Create a picture of a favorite item (e.g., food, pet, toy, person) and dictate words or phrases that tell what he or she likes about it. • LA.4.4.3.Pa.a: Communicate preferences for familiar persons, objects, or actions in a variety of daily activities.
LA.4.4.3.2:	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.4.3.In.a: Select a favorite topic and list reasons why the topic is important. • LA.4.4.3.Su.a: Create a picture of a favorite item (e.g., food, pet, toy, person) and dictate words or phrases that tell what he or she likes about it. • LA.4.4.3.Pa.a: Communicate preferences for familiar persons, objects, or actions in a variety of daily activities.
LA.4.5.1.1:	<p>The student will demonstrate legible cursive writing skills.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.5.1.In.a: Write words and sentences with proper spacing and sequencing.

	<ul style="list-style-type: none"> • LA.4.5.1.Su.a: Write words using upper case and lower case letters, proper spacing, and sequencing. • LA.4.5.1.Pa.a: Use pictures, symbols, or words to communicate meaning.
LA.4.5.2.1:	<p>The student will listen to information presented orally and show an understanding of key points;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.5.2.In.a: Listen to information presented orally and identify key points. • LA.4.5.2.Su.a: Listen to information presented orally and answer who, what, where, and when questions about key points. • LA.4.5.2.Pa.a: Listen and respond to information presented orally.
LA.4.5.2.2:	<p>The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.5.2.In.d: Make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion. • LA.4.5.2.Su.d: Describe personal experiences using appropriate oral language choices for the situation. • LA.4.5.2.Pa.c: Communicate information in daily classroom activities and routines.
LA.4.5.2.3:	<p>The student will listen attentively to speakers and take notes as needed to ensure accuracy of information;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.5.2.In.b: Listen attentively to familiar speakers and note key points. • LA.4.5.2.Su.b: Listen attentively to familiar speakers and comment about information presented.

	<ul style="list-style-type: none"> • LA.4.5.2.Pa.b: Listen and respond purposefully to familiar persons.
LA.4.5.2.4 :	<p>The student will ask questions of speakers, using appropriate tone and eye contact; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.5.2.In.c: Ask literal questions and respond to speakers. • LA.4.5.2.Su.c: Ask questions and respond to familiar speakers. • LA.4.5.2.Pa.c: Communicate information in daily classroom activities and routines.
LA.4.5.2.5 :	<p>The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.5.2.In.d: Make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion. • LA.4.5.2.Su.d: Describe personal experiences using appropriate oral language choices for the situation. • LA.4.5.2.Pa.c: Communicate information in daily classroom activities and routines.
LA.4.6.1.1 :	<p>The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.1.In.a: Read informational text with graphics to gather information, follow three-step directions, answer questions, and perform tasks. • LA.4.6.1.Su.a: Use information in read-aloud informational

	<p>text with pictures to follow one-step directions, answer literal questions, and perform tasks.</p> <ul style="list-style-type: none"> • LA.4.6.1.Pa.a: Identify pictures or symbols paired with words to carry out tasks in daily activities.
<p>LA.4.6.2.1:</p>	<p>The student will select a topic for inquiry, refine a predetermined search plan;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.2.In.a: Select a topic and ask questions to guide a search. • LA.4.6.2.Su.a: Select a topic and ask questions for a search and use teacher-recommended pictures, symbols, and read-aloud text for information. • LA.4.6.2.Pa.a: Select a familiar object to explore.
<p>LA.4.6.2.2:</p>	<p>The student will apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.2.In.b: Locate information in simple reference materials (e.g., nonfiction books, picture dictionaries, software). • LA.4.6.2.Su.b: View or listen to information to answer search questions. • LA.4.6.2.Pa.b: Explore the features and interact with the functions of the selected object.
<p>LA.4.6.2.3:</p>	<p>The student will communicate information in a report that includes main idea(s) and relevant details, with visual supports; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.2.In.c: Communicate response to search questions in written or visual format (e.g., picture stories, descriptions) with a title, main idea and relevant details • LA.4.6.2.Su.c: Communicate responses to search questions

	<p>using dictated statements and pictures.</p> <ul style="list-style-type: none"> • LA.4.6.2.Pa.c: Communicate about the selected object using pictures, symbols, or words.
LA.4.6.2.4:	<p>The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.2.In.d: Identify the titles of references or other sources used in a search. • LA.4.6.2.Su.d: Identify the materials used to answer search questions. • LA.4.6.2.Pa.d: Identify familiar books or print materials.
LA.4.6.3.1:	<p>The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.3.In.a: Recognize similarities and differences in the way information is presented in a variety of print. • LA.4.6.3.Su.a: Identify information communicated in print. • LA.4.6.3.Pa.a: Respond to familiar print or graphic materials.
LA.4.6.3.2:	<p>The student will recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.3.In.b: Identify production elements (e.g., graphics, color, sound) used to enhance communication in media. • LA.4.6.3.Su.b: Recognize basic production elements (e.g., color, sound) used in media. • LA.4.6.3.Pa.b: Respond to basic production elements in media messages (e.g., motion, color, sound).
LA.4.6.4.1:	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</p>

	<p>and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.4.In.a: Use appropriate available technologies to enhance communication. • LA.4.6.4.Su.a: Use an appropriate available technology to enhance communication. • LA.4.6.4.Pa.a: Use an appropriate available technology to enhance communication.
<p>LA.4.6.4.2:</p>	<p>The student will determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.4.6.4.In.b: Use digital tools (e.g., writing, drawing software) for publishing information or a story. • LA.4.6.4.Su.b: Use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words. • LA.4.6.4.Pa.b: Use technology to communicate information or preferences.



Course: 7710014 Access Language Arts - Grade 3

Direct link to this

page:<http://www.floridastandards.org/Courses/PublicPreviewCourse1785.aspx?ct=1>

BASIC INFORMATION

Course Number:	7710014
Course Title:	Access Language Arts - Grade 3
Course Abbreviated Title:	Access Language Arts - Grade 3
Course Path:	Section: Exceptional Student Education» Grade Group: Elementary » Subject: Academics - Subject Areas »
Number of Credits:	NA
Course Length:	Year
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(68) Supported(61) Participatory(38)

LA.3.1.4.1:	<p>The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;</p> <p>Access Points:</p> <ul style="list-style-type: none">• LA.3.1.4.In.a: Manipulate individual phonemes in CVC words through addition, deletion, and substitution.• LA.3.1.4.In.d: Decode words with common long and short vowel spelling patterns (CVC and CVCe words).• LA.3.1.4.In.e: Decode phonetically regular CVC, CCVC, and
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	<p>CVCC words.</p> <ul style="list-style-type: none"> • LA.3.1.4.Su.a: Produce common sounds associated with ten or more letters. • LA.3.1.4.Su.d: Blend sounds to decode VC and CVC words. • LA.3.1.4.Pa.a: Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.
<p>LA.3.1.4.2:</p>	<p>The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.4.In.f: Recognize high frequency sight words and contractions. • LA.3.1.4.Su.e: Recognize high frequency sight words. • LA.3.1.4.Pa.a: Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.
<p>LA.3.1.4.3:</p>	<p>The student will decode multi-syllabic words in isolation and in context; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.4.In.b: Identify and segment initial, final, and medial phonemes in CVC, CCVC, and CVCC words. • LA.3.1.4.In.c: Blend three to four phonemes to form words. • LA.3.1.4.Su.b: Identify, segment, and blend syllables and onset-and rime in familiar words. • LA.3.1.4.Su.c: Identify initial and final phonemes in CVC words. • LA.3.1.4.Pa.a: Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.
<p>LA.3.1.4.4:</p>	<p>The student will use self-correction when subsequent reading indicates an earlier misreading.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.4.In.g: Use self-correction when subsequent reading indicates an earlier misreading. • LA.3.1.4.Su.f: Use self-correction when subsequent reading

	<p>indicates an earlier misreading.</p> <ul style="list-style-type: none"> • LA.3.1.4.Pa.a: Respond to spoken words, gestures/signs, referent objects, pictures, or symbols used in daily activities.
<p>LA.3.1.5.1:</p>	<p>The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.5.In.a: Read text with high frequency sight words and phonetically regular words with accuracy. • LA.3.1.5.Su.a: Name ten or more letters and produce their sounds. • LA.3.1.5.Pa.a: Respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks.
<p>LA.3.1.5.2:</p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.5.In.a: Read text with high frequency sight words and phonetically regular words with accuracy. • LA.3.1.5.Su.b: Read phonetically regular one-syllable words (CVC and VC). • LA.3.1.5.Pa.a: Respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks.
<p>LA.3.1.6.1:</p>	<p>The student will use new vocabulary that is introduced and taught directly;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.3.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.3.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.

<p><u>LA.3.1.6.2:</u></p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.3.1.6.In.b:</u> Listen to, read, and discuss stories and informational text. • <u>LA.3.1.6.Su.b:</u> Listen to and talk about stories and informational text. • <u>LA.3.1.6.Pa.b:</u> Listen and respond to stories and informational text;
<p><u>LA.3.1.6.3:</u></p>	<p>The student will use context clues to determine meanings of unfamiliar words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.3.1.6.In.c:</u> Use context clues and illustrations to determine meaning of unknown words. • <u>LA.3.1.6.Su.c:</u> Identify the meaning of words paired with pictures or symbols. • <u>LA.3.1.6.Pa.c:</u> Identify familiar persons, objects, and actions by name in daily activities.
<p><u>LA.3.1.6.4:</u></p>	<p>The student will categorize key vocabulary and identify salient features;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.3.1.6.In.d:</u> Categorize key vocabulary. • <u>LA.3.1.6.Su.d:</u> Sort pictures paired with words into common categories. • <u>LA.3.1.6.Pa.d:</u> Match objects, pictures, gestures/ signs, or symbols to tasks in routines.
<p><u>LA.3.1.6.5:</u></p>	<p>The student will relate new vocabulary to familiar words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.3.1.6.In.e:</u> Relate new vocabulary to familiar words. • <u>LA.3.1.6.Su.e:</u> Relate new vocabulary to familiar words. • <u>LA.3.1.6.Pa.a:</u> Respond to new vocabulary that is introduced

	and taught directly.
LA.3.1.6.6:	<p>The student will identify shades of meaning in related words (e.g., blaring, loud);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.3.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.3.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
LA.3.1.6.7:	<p>The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.6.In.e: Relate new vocabulary to familiar words. • LA.3.1.6.Su.e: Relate new vocabulary to familiar words. • LA.3.1.6.Pa.d: Match objects, pictures, gestures/ signs, or symbols to tasks in routines.
LA.3.1.6.8:	<p>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.6.In.f: Identify common antonyms. • LA.3.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.3.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
LA.3.1.6.9:	<p>The student will determine the correct meaning of words with multiple meanings in context; and</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.3.1.6.In.g: Identify the correct meaning of a word with multiple meanings in context. • LA.3.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.3.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.3.1.6.10:</p>	<p>The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.6.In.h: Determine the meaning of words using a picture dictionary and digital tools. • LA.3.1.6.Su.f: Use information from pictures, symbols, or text to determine the meaning of unknown words. • LA.3.1.6.Pa.d: Match objects, pictures, gestures/ signs, or symbols to tasks in routines.
<p>LA.3.1.7.1:</p>	<p>The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.a: Preview text features (e.g., title, headings, illustrations) and use prior knowledge to make predictions of content of text. • LA.3.1.7.Su.a: Preview text features (e.g., illustrations, title) and use prior knowledge to make predictions about a story. • LA.3.1.7.Pa.a: Recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities.
<p>LA.3.1.7.2:</p>	<p>The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.b: Identify the author's purpose (e.g., tell a story, give information) in familiar read-aloud text.

	<ul style="list-style-type: none"> • LA.3.1.7.Su.b: Identify familiar books that tell stories. • LA.3.1.7.Pa.a: Recognize referent objects, pictures, gestures/signs, or symbols used in daily classroom activities.
<p>LA.3.1.7.3:</p>	<p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.c: Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events. • LA.3.1.7.Su.c: Identify details, including but not limited to who, what, and where, in read-aloud stories and informational text. • LA.3.1.7.Pa.b: Respond to pictures of characters, objects, or actions in familiar readaloud stories and informational text used in daily activities.
<p>LA.3.1.7.4:</p>	<p>The student will identify cause-and-effect relationships in text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.d: Identify cause and effect relationships in pictures. • LA.3.1.7.Su.d: Identify familiar cause and effect relationships in pictures. • LA.3.1.7.Pa.b: Respond to pictures of characters, objects, or actions in familiar readaloud stories and informational text used in daily activities.
<p>LA.3.1.7.5:</p>	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.d: Identify cause and effect relationships in pictures.

	<ul style="list-style-type: none"> • LA.3.1.7.Su.d: Identify familiar cause and effect relationships in pictures. • LA.3.1.7.Pa.b: Respond to pictures of characters, objects, or actions in familiar readaloud stories and informational text used in daily activities.
LA.3.1.7.6:	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.e: Identify similarities and differences within stories and informational text (e.g., topics, events). • LA.3.1.7.Su.e: Identify similarities in elements, characters, and actions in read-aloud stories and informational text. • LA.3.1.7.Pa.b: Respond to pictures of characters, objects, or actions in familiar readaloud stories and informational text used in daily activities.
LA.3.1.7.7:	<p>The student will compare and contrast elements, settings, characters, and problems in two texts; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.1.7.In.c: Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events. • LA.3.1.7.Su.c: Identify details, including but not limited to who, what, and where, in read-aloud stories and informational text. • LA.3.1.7.Pa.b: Respond to pictures of characters, objects, or actions in familiar readaloud stories and informational text used in daily activities.
LA.3.1.7.8:	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.3.1.7.In.f: Use strategies to repair comprehension, including but not limited to rereading, predicting what happens next, connecting to life experiences, and checking own understanding when reminded. • LA.3.1.7.Su.f: Use strategies to repair comprehension, including but not limited to connecting characters, actions, settings, and events in readaloud stories and informational text to life experiences. • LA.3.1.7.Pa.c: Seek assistance to clarify the meaning of pictures, symbols, gestures/signs, or words in classroom activities with prompting.
LA.3.2.1.1:	<p>The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.a: Identify common forms of literature (e.g., stories, poetry). • LA.3.2.1.Su.a: Identify common forms of literature (e.g., familiar stories, rhyming poetry); • LA.3.2.1.Pa.a: Respond to patterns of language in read-aloud literature (e.g., predictable books, poetry).
LA.3.2.1.2:	<p>The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.b: Identify characters, settings, main problem, and sequence of events in fiction. • LA.3.2.1.Su.b: Identify characters, settings, and actions in read-aloud fiction. • LA.3.2.1.Pa.a: Respond to patterns of language in read-aloud literature (e.g., predictable books, poetry).
LA.3.2.1.3:	<p>The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.c: Identify words that describe people, objects, and feelings in poetry. • LA.3.2.1.Su.c: Identify words that describe people in read-aloud poetry. • LA.3.2.1.Pa.c: Use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story.
<p>LA.3.2.1.4:</p>	<p>The student will identify an authors theme, and use details from the text to explain how the author developed that theme;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.d: Identify the main idea or topic of a literature selection. • LA.3.2.1.Su.d: Identify the topic of a familiar literature selection. • LA.3.2.1.Pa.c: Use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story.
<p>LA.3.2.1.5:</p>	<p>The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.e: Respond to a read-aloud literature selection by relating the main idea or events to life experiences. • LA.3.2.1.Su.e: Contribute to a group response to readaloud literature by connecting characters, actions, settings, or events to life experiences. • LA.3.2.1.Pa.c: Use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story.
<p>LA.3.2.1.6:</p>	<p>The student will write a book report or review that identifies the main idea, character(s), setting, sequence of events, and</p>

	<p>problem/solution;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.f: Write a description of a literature selection that identifies characters, settings, main problem, or events. • LA.3.2.1.Su.f: Contribute to a written description that identifies the main topic, characters, actions, or setting from a read-aloud story. • LA.3.2.1.Pa.c: Use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story.
<p>LA.3.2.1.7:</p>	<p>The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.g: Recognize the meaning of figurative language (e.g., raining cats and dogs). • LA.3.2.1.Su.b: Identify characters, settings, and actions in read-aloud fiction. • LA.3.2.1.Pa.c: Use referent objects, gestures/signs, pictures, symbols, or words to respond to characters, objects, or actions from a familiar read-aloud story.
<p>LA.3.2.1.8:</p>	<p>The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.1.In.h: Select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.3.2.1.Su.g: Select fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.3.2.1.Pa.d: Express a preference for familiar readaloud

	<p>stories, or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p>
<p>LA.3.2.2.1:</p>	<p>The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.2.In.a: Identify text features (e.g., title, headings, illustrations). • LA.3.2.2.Su.a: Identify text features (e.g., illustrations, title). • LA.3.2.2.Pa.a: Recognize referent objects, pictures, or symbols used in daily classroom activities.
<p>LA.3.2.2.2:</p>	<p>The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.2.In.b: Use information from read-aloud text with graphics to answer literal questions. • LA.3.2.2.Su.b: Use information in pictures, symbols, and words to answer literal questions. • LA.3.2.2.Pa.b: Respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities.
<p>LA.3.2.2.3:</p>	<p>The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.2.In.c: Identify main ideas or topics in nonfiction text. • LA.3.2.2.Su.c: Identify topics in nonfiction read-aloud text. • LA.3.2.2.Pa.b: Respond purposefully to referent objects or pictures of persons, objects, or actions in familiar read-aloud informational text used in daily activities.
<p>LA.3.2.2.4:</p>	<p>The student will identify the characteristics of a variety of types of</p>

	<p>text (e.g., reference, children's newspapers, practical/functional texts); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.2.In.d: Identify nonfiction text (e.g., simple reference materials, picture dictionary). • LA.3.2.2.Su.d: Identify familiar nonfiction pictures, symbols, or read-aloud text (e.g., photographs, signs). • LA.3.2.2.Pa.c: Respond to differences in referent objects, gestures/signs, pictures, or symbols used in routines.
<p>LA.3.2.2.5:</p>	<p>The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.2.2.In.e: Select a variety of nonfiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.3.2.2.Su.e: Select nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • LA.3.2.2.Pa.d: Express a preference for familiar readaloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
<p>LA.3.3.1.1:</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.1.In.a: Generate ideas for writing about a picture related to desired topics or experiences through activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion). • LA.3.3.1.Su.a: Generate ideas for pictures that tell a story

	<p>about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures).</p> <ul style="list-style-type: none"> • LA.3.3.1.Pa.a: Associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words.
<p>LA.3.3.1.2:</p>	<p>The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.1.In.b: Identify the purpose for writing (e.g., inform, tell a story). • LA.3.3.1.Su.a: Generate ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures). • LA.3.3.1.Pa.a: Associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words.
<p>LA.3.3.1.3:</p>	<p>The student will prewrite by using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.1.In.a: Generate ideas for writing about a picture related to desired topics or experiences through activities (e.g., responding to prompts, viewing pictures, listening to text, group discussion). • LA.3.3.1.Su.a: Generate ideas for pictures that tell a story about persons, objects, actions, or events through activities (e.g., responding to questions, exploring objects, viewing pictures). • LA.3.3.1.Pa.a: Associate information or wants and needs with referent objects, gestures/signs, pictures, symbols, or words.
<p>LA.3.3.2.1:</p>	<p>The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts</p>

	<p>and/or opinions; and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.2.In.a: Create a picture. • LA.3.3.2.In.b: Develop a description of topics or experiences. • LA.3.3.2.Su.a: Create a picture. • LA.3.3.2.Pa.a: Make an initial attempt to convey information, wants, and needs, with prompting as necessary, using referent objects, gestures/signs, pictures, symbols, or words.
<p>LA.3.3.2.2:</p>	<p>The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.2.In.c: Sequence ideas in a logical manner. • LA.3.3.2.Su.b: Dictate words, phrases, or sentences to tell a story or describe the picture. • LA.3.3.2.Pa.a: Make an initial attempt to convey information, wants, and needs, with prompting as necessary, using referent objects, gestures/signs, pictures, symbols, or words.
<p>LA.3.3.3.1:</p>	<p>The student will revise by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.3.In.a: Review the picture and dictation. • LA.3.3.3.Su.a: Review the picture and dictation. • LA.3.3.3.Pa.a: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
<p>LA.3.3.3.2:</p>	<p>The student will revise by creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.3.In.b: Change the description or picture to add or modify details or rearrange sequence of ideas. • LA.3.3.3.Su.b: Add details to the picture and dictation with prompting. • LA.3.3.3.Pa.a: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
<p>LA.3.3.3.3:</p>	<p>The student will revise by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.3.In.b: Change the description or picture to add or modify details or rearrange sequence of ideas. • LA.3.3.3.Su.b: Add details to the picture and dictation with prompting. • LA.3.3.3.Pa.a: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
<p>LA.3.3.3.4:</p>	<p>The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.3.In.c: Use strategies or resources to improve the draft (e.g., teacher review, dictionary). • LA.3.3.3.Su.c: Copy dictated words and phrases. • LA.3.3.3.Pa.a: Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
<p>LA.3.3.4.1:</p>	<p>The student will edit for correct use of spelling, using spelling patterns and generalizations (e.g., word families, diphthongs, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.4.In.b: Edit for correct use of common spelling patterns for phonetically regular CVC words and spelling of high frequency words using a word bank or other resource as necessary. • LA.3.3.4.Su.a: Edit for correct use of left to right progression and sequencing for words and phrases. • LA.3.3.4.Pa.a: Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs.
<p>LA.3.3.4.2:</p>	<p>The student will edit for correct use of capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.4.In.c: Edit for correct use of capitalization, including familiar names and the pronoun “I.” • LA.3.3.4.Su.b: Edit for correct use of capitalization of own first and last name. • LA.3.3.4.Pa.a: Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and needs.
<p>LA.3.3.4.3:</p>	<p>The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.3.3.4.In.a: Edit for correct use of left to right progression and sequencing. • LA.3.3.4.Su.a: Edit for correct use of left to right progression and sequencing for words and phrases. • LA.3.3.4.Pa.a: Adjust nonverbal expression or language (e.g., referent objects, gestures/signs, pictures, symbols, words) with prompting as necessary to communicate wants and