

Grades

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Sunshine

State

Standards



FLORIDA
Department
of Education

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Language Arts

Reading

Standard 1:

The student uses the reading process effectively. (LA.A.1.1)

1. predicts what a passage is about based on its title and illustrations.
2. identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
4. increases comprehension by rereading, retelling, and discussion.

Standard 2:

The student constructs meaning from a wide range of texts. (LA.A.2.1)

1. determines the main idea or essential message from text and identifies supporting information.
2. selects material to read for pleasure.
3. reads for information to use in performing a task and learning a new task.
4. knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.
5. uses simple materials of the reference system to obtain information.

Writing

Standard 1:

The student uses writing processes effectively. (LA.B.1.1)

1. makes a plan for writing that includes a central idea and related ideas.

2. drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.
3. produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.

Standard 2:

The student writes to communicate ideas and information effectively. (LA.B.2.1)

1. writes questions and observations about familiar topics, stories, or new experiences.
2. uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.
3. uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing.
4. composes simple sets of instructions for simple tasks using logical sequencing of steps.

Listening, Viewing, and Speaking

Standard 1:

The student uses listening strategies effectively. (LA.C.1.1)

1. listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
2. recognizes personal preferences in listening to literature and other material.
3. carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.
4. retells specific details of information heard, including sequence of events.

Standard 2:

The student uses viewing strategies effectively. (LA.C.2.1)

1. determines the main idea in a nonprint communication.
2. recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.

Standard 3:

The student uses speaking strategies effectively. (L.A.C.3.1)

1. speaks clearly and at a volume audible in large- or small-group settings.
2. asks questions to seek answers and further explanation of other people's ideas.
3. speaks effectively in conversations with others.
4. uses eye contact and simple gestures to enhance delivery.

Language

Standard 1:

The student understands the nature of language.

(L.A.D.1.1)

1. recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).
2. recognizes the differences between language that is used at home and language that is used at school.

Standard 2:

The student understands the power of language.

(L.A.D.2.1)

1. understands that word choice can shape ideas, feelings, and actions.
2. identifies and uses repetition, rhyme, and rhythm in oral and written text.
3. recognizes that use of more than one medium increases the power to influence how one thinks and feels.
4. knows the various types of mass media (including billboards, newspapers, radio, and television).

Literature

Standard 1:

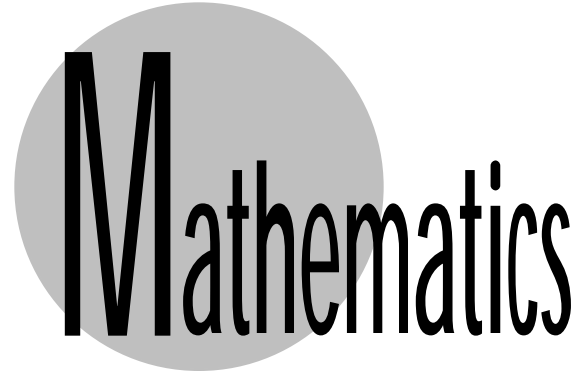
The student understands the common features of a variety of literary forms. (L.A.E.1.1)

1. knows the basic characteristics of fables, stories, and legends.
2. identifies the story elements of setting, plot, character, problem, and solution/resolution.

Standard 2:

The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.1)

1. uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.
2. recognizes rhymes, rhythm, and patterned structures in children's texts.



Number Sense, Concepts, and Operations

Standard 1:

The student understands the different ways numbers are represented and used in the real world. (M.A.A.1.1)

1. associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.
2. understands the relative size of whole numbers between 0 and 1000.
3. uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.
4. understands that whole numbers can be represented in a variety of equivalent forms.

Standard 2:

The student understands number systems. (M.A.A.2.1)

1. understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.
2. uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Standard 3:

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving. (MA.A.3.1)

1. understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.
2. selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.
3. adds and subtracts whole numbers to solve real-world problems using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Standard 4:

The student uses estimation in problem solving and computation. (MA.A.4.1)

1. provides and justifies estimates for real-world quantities.

Standard 5:

The student understands and applies theories related to numbers. (MA.A.5.1)

1. classifies and models numbers as even or odd.

Measurement

Standard 1:

The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.1)

1. uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.
2. uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Standard 2:

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.1)

1. uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).
2. understands the need for a uniform unit of measure to communicate in real-world situations.

Standard 3:

The student estimates measurements in real-world problem situations. (MA.B.3.1)

1. using a variety of strategies, estimates lengths, widths, time intervals, and money and compares them to actual measurements.

Standard 4:

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.1)

1. selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.
2. selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems .

Geometry and Spatial Sense

Standard 1:

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.1)

1. understands and describes the characteristics of basic two- and three-dimensional shapes.

Standard 2:

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

(MA.C.2.1)

1. understands basic concepts of spatial relationships, symmetry, and reflections.
2. uses objects to perform geometric transformations, including flips, slides, and turns.

Standard 3:

The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically. (MA.C.3.1)

1. uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

2. plots and identifies positive whole numbers on a number line.

Algebraic Thinking

Standard 1:

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.1)

1. describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.
2. recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Standard 2:

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.1)

1. understands that geometric symbols (●, ■, ▲) can be used to represent unknown quantities in expressions, equations, and inequalities.
2. uses informal methods to solve real-world problems requiring simple equations that contain one variable.

Data Analysis and Probability

Standard 1:

The student understands and uses the tools of data-analysis for managing information. (MA.E.1.1)

1. displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.
2. displays data in a simple model to use the concepts of range, median, and mode.
3. analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.

Standard 2:

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics. (MA.E.2.1)

1. understands basic concepts of chance and probability.

2. predicts which simple event is more likely, equally likely, or less likely to occur.

Standard 3:

The student uses statistical methods to make inferences and valid arguments about real-world situations.

(MA.E.3.1)

1. designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.
2. decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.



The Nature of Matter

Standard 1:

The student understands that all matter has observable, measurable properties. (SC.A.1.1)

1. knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).
2. recognizes that the same material can exist in different states.
3. verifies that things can be done to materials to change some of their physical properties (e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).

Standard 2:

The student understands the basic principles of atomic theory. (SC.A.2.1)

1. recognizes that many things are made of smaller pieces, different amounts, and various shapes.

Energy

Standard 1:

The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.1)

1. knows that the sun supplies heat and light energy to Earth.
2. knows that light can pass through some objects and not others.
3. describes a model energy system (e.g., an aquarium or terrarium).
4. knows that heat can be produced in many ways (e.g., by burning and rubbing).
5. knows that every human action requires energy that comes from food.

Standard 2:

The student understands the interaction of matter and energy. (SC.B.2.1)

1. recognizes systems of matter and energy.

Force and Motion

Standard 1:

The student understands that types of motion may be described, measured, and predicted. (SC.C.1.1)

1. understands that different things move at different speeds.
2. knows that there is a relationship between force and motion.

Standard 2:

The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.1)

1. knows that one way to change how something is moving is to give it a push or a pull.
2. knows that sound is caused by vibrations (pushing and pulling) to cause waves.

Processes that Shape the Earth

Standard 1:

The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.1)

1. recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.
2. knows that life occurs on or near the surface of the Earth in land, air, and water.
3. recognizes patterns in weather.

Standard 2:

The student understands the need for protection of the natural systems on Earth. (SC.D.2.1)

1. understands that people influence the quality of life of those around them.

Earth and Space

Standard 1:

The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.1)

1. knows that the light reflected by the moon looks a little different every day but looks the same again about every 28 days.
2. knows that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours.

Standard 2:

The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.1)

1. knows that there are many objects in the sky that are only visible at night.

Processes of Life

Standard 1:

The student describes patterns of structure and function in living things. (SC.F.1.1)

1. knows the basic needs of all living things.
2. knows how to apply knowledge about life processes to distinguish between living and non-living things.

3. describes how organisms change as they grow and mature.
4. understands that structures of living things are adapted to their function in specific environments.
5. compares and describes the structural characteristics of plants and animals.

Standard 2:

The student understands the process and importance of genetic diversity. (SC.F.2.1)

1. knows that living things have offspring that resemble their parents.
2. knows that there are many different kinds of living things that live in a variety of environments.

How Living Things Interact with Their Environment

Standard 1:

The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1)

1. knows that environments have living and non-living parts.
2. knows that plants and animals are dependent upon each other for survival.
3. knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).
4. knows that animals and plants can be associated with their environment by an examination of their structural characteristics.

Standard 2:

The student understands the consequences of using limited natural resources. (SC.G.2.1)

1. knows that if living things do not get food, water, shelter, and space, they will die.
2. knows that the activities of humans affect plants and animals in many ways.

The Nature of Science

Standard 1:

The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.1)

1. knows that in order to learn, it is important to observe the same things often and compare them.
2. knows that when tests are repeated under the same conditions, similar results are usually obtained.
3. knows that, in doing science, it is often helpful to work with a team and to share findings with others.
4. knows that people use scientific processes including hypotheses, making inferences, and recording and communicating data when exploring the natural world.
5. uses the senses, tools, and instruments to obtain information from his or her surroundings.

Standard 2:

The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.1)

1. knows that most natural events occur in patterns.

Standard 3:

The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.1)

1. knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.

Social Studies

Time, Continuity, and Change [History]

Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.1)

1. compares everyday life in different places and times and understands that people, places, and things change over time.
2. understands that history tells the story of people and events of other times and places.
3. knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).
4. understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).

Standard 2:

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.1)

1. knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines).
2. understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; nonmotorized vehicles such as chariots and travoises).
3. understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).

Standard 3:

The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.1)

1. knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society).
2. understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks).
3. understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).

Standard 4:

The student understands U.S. history to 1880. (SS.A.4.1)

1. knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good).
2. knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veterans Day, and Presidents Day).
3. knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the “father of our country,” and the American flag).
4. understands the changes that occurred in people’s lives when they moved from faraway places to the United States.

Standard 5:

The student understands U.S. history from 1880 to the present day. (SS.A.5.1)

1. knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).
2. knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials) are associated with state and national history.

3. knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).
4. understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).

People, Places, and Environments [Geography]

Standard 1:

The student understands the world in spatial terms.

(SS.B.1.1)

1. determines the absolute and relative location of people, places, and things.
2. uses simple maps, globes, and other three-dimensional models to identify and locate places.
3. identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).
4. knows areas that can be classified as regions.

Standard 2:

The student understands the interactions of people and the physical environment. (SS.B.2.1)

1. identifies some physical and human characteristics of places.
2. knows how different communities have changed physically and demographically.
3. knows basic needs and how families in the U.S. and other countries meet them.
4. knows the role that resources play in our daily lives.
5. knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Government and the Citizen [Civics and Government]

Standard 1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.1)

1. knows how various symbols are used to depict Americans' shared values, principles, and beliefs.
2. knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.
3. understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far."
4. recognizes major elected officials.
5. knows examples of authority and power without authority, and knows that people in positions of authority have limits on their authority.
6. understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.

Standard 2:

The student understands the role of the citizen in American democracy. (SS.C.2.1)

1. knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).
2. knows that a responsibility is a duty to do something or not to do something.
3. knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.
4. knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.

Economics

Standard 1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.1)

1. understands how scarcity affects the choices people make in everyday situations.
2. knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.
3. knows the difference between goods and services and between consumers and producers.
4. understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.

Standard 2:

The student understands the characteristics of different economic systems and institutions. (SS.D.2.1)

1. understands that most people work in jobs in which they produce a few special goods or services.
2. understands the basic concepts of markets and exchanges.
3. understands the basic functions of a bank.
4. understands that people in different places around the world depend on each other for the exchange of goods and services.



Communication

Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.1)

1. expresses likes and dislikes when asked simple questions (e.g., about toys or other objects).
2. greets others and exchanges essential personal information (e.g., home address, telephone number, place of origin, and general health).
3. uses appropriate gestures and expressions (e.g., body language) to complete or enhance verbal messages.

Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.1)

1. follows and gives simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks).
2. restates and rephrases simple information from materials presented orally, visually, and graphically in class.
3. understands oral messages that are based on

familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities).

4. listens and reads in the target language and responds through role playing, drawing, or singing.

Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.1)

1. provides simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities).

Culture

Standard 1:

The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices.

(FL.B.1.1)

1. participates in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).
2. recognizes patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community).
3. recognizes various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods).

Connections

Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.1)

1. uses simple vocabulary and phrases to identify familiar objects and concepts from other disciplines.
2. participates in an activity in the target-language class that is based on a concept taught in a content class (e.g., shapes or relationships).

Standard 2:

The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.1)

1. uses the target language to gain access to information that is only available through the target language or within the target culture (listens to a story told in the target language).

Comparisons

Standard 1:

The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.1)

1. knows examples of word borrowing from one language to another.
2. uses simple vocabulary and short phrases in the target language.

Standard 2:

The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.1)

1. knows the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.
2. recognizes that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).



Dance

Skills and Techniques

Standard 1:

The student identifies and demonstrates movement elements in performing dance. (DA.A.1.1)

1. knows basic nonlocomotor/axial movements (e.g., bend, twist, and swing).
2. knows simple locomotor movements (e.g., walk, run, hop, jump, and leap) and compound locomotor movements (e.g., gallop, slide, and leap).
3. performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle, and low levels in space.
4. moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo.
5. moves following straight and curved pathways.

Standard 2:

The student understands choreographic principles, processes, and structures. (DA.A.2.1)

1. creates a series of movements with a beginning, middle, and end.
2. uses improvisation to explore and create movement ideas (e.g., walk across the room, stop two times, and change level once).
3. creates movement patterns alone, with partners, and with groups.

Creation and Communication

Standard 1:

The student understands dance is a way to create meaning. (DA.B.1.1)

1. understands how gestures and movement communicate meaning.
2. creates a movement phrase that communicates feelings.

Cultural and Historical Connections

Standard 1:

The student demonstrates and understands dance in various cultures and historical periods. (DA.C.1.1)

1. understands how dance expresses and embodies elements of a culture.
2. explores movement in response to the sounds and music that reflect a specific culture.
3. knows the similarities and differences that exist between dance patterns of various cultures.

Aesthetic and Critical Analysis

Standard 1:

The student applies and demonstrates critical and creative thinking skills in dance. (DA.D.1.1)

1. finds multiple solutions to given movement problems.
2. understands that dance is sequential with a beginning, middle, and end.
3. understands that critical analysis of dance performances are based on personal opinion.
4. knows a simple descriptive vocabulary of movement.

Applications to Life

Standard 1:

The student makes connections between dance and healthful living. (DA.E.1.1)

1. knows how daily dance practice improves strength, coordination, and flexibility.
2. understands how healthy living practices (e.g., proper nutrition, adequate sleep, and daily exercise) contribute to enhanced dance movement abilities.

Standard 2:

The student makes connections between dance and other disciplines. (DA.E.2.1)

1. knows how to express a visual image through movement (e.g., move like a cat, an ocean wave, or a cloud).

Music

Skills and Techniques

Standard 1:

The student sings, alone and with others, a varied repertoire of music. (MU.A.1.1)

1. sings songs within a five-to-seven note range alone and maintains the tonal center.
2. sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment.
3. sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing.

Standard 2:

The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.1)

1. performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo.
2. performs expressively with appropriate dynamics and tempos on classroom and ethnic instruments.

Standard 3:

The student reads and notates music. (MU.A.3.1)

1. reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.
2. demonstrates pitch direction by using visual representation (e.g., steps and line drawings).
3. writes the notation for simple rhythmic patterns that have been performed by someone else.

Creation and Communication

Standard 1:

The student improvises melodies, variations, and accompaniments. (MU.B.1.1)

1. improvises appropriate “musical answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases.
2. improvises simple rhythmic and melodic patterns and accompaniments.

Standard 2:

The student composes and arranges music within specific guidelines. (MU.B.2.1)

1. creates simple accompaniments with classroom instruments.

Cultural and Historical Connections

Standard 1:

The student understands music in relation to culture and history. (MU.C.1.1)

1. knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).
2. understands how rhythm and tone color are used in different types of music around the world.
3. knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life).

Aesthetic and Critical Analysis

Standard 1:

The student listens to, analyzes, and describes music.

(MU.D.1.1)

1. knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement.
2. identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).
3. knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles.
4. understands how music can communicate ideas suggesting events, feelings, moods, or images.

Standard 2:

The student evaluates music and music performance. (MU.D.2.1)

1. identifies simple criteria for the evaluation of performances and compositions.
2. knows how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.

Applications to Life

Standard 1:

The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.1)

1. understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance).
2. understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds).

Standard 2:

The student understands the relationship between music and the world beyond the school setting. (MU.E.2.1)

1. knows how music is used in daily life (e.g., for entertainment or relaxation).
2. knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert).
3. understands that musical preferences reflect one's own experiences.
4. understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures.

Theatre

Skills and Techniques

Standard 1:

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.1)

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).
2. creates, individually and in groups, animate and inanimate objects through the movement of the human body (e.g., pantomimes living and non-living objects such as rocks, trees, and celestial objects).

Standard 2:

The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.1)

1. communicates with others ideas about characterization and plot development within dramatic-play activities.

Standard 3:

The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.1)

1. designs the playing space to communicate character and action in specific locales.

Creation and Communication

Standard 1:

The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.1)

1. creates simple scenes that have a setting, dialogue, and plot.

Cultural and Historical Connections

Standard 1:

The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present. (TH.C.1.1)

1. expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play.
2. understands how we learn about ourselves, our relationships and our environment through forms of theater (e.g., film, television, plays, and electronic media).
3. understands characters, situations, and dramatic media from the stories and dramas of various cultures.

Aesthetic and Critical Analysis

Standard 1:

The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media. (TH.D.1.1)

1. portrays imaginary sensory experiences (e.g., smelling a flower or touching velvet) through dramatic play.

2. gives reasons for personal preferences for formal or informal performances.
3. understands appropriate audience responses to dramatic presentations.
4. understands how theater communicates events of everyday life.
5. understands the similarities and differences between play acting, pretending, and real life.

Applications to Life

Standard 1:

The student understands applications of the role of theater, film, television, and electronic media in everyday life. (TH.E.1.1)

1. uses role playing to resolve everyday conflict situations (e.g., fighting over a toy, bullying others, and stealing someone's property).
2. understands the similarities and differences among how emotions are expressed in theater, dramatic media, music, dance, and visual art.
3. cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self-discipline, and meets deadlines).

Visual Arts

Skills and Techniques

Standard 1:

The student understands and applies media, techniques, and processes. (VA.A.1.1)

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
2. uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.
3. distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design.
4. uses good craftsmanship when producing works of art.

Creation and Communication

Standard 1:

The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.1)

1. knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.
2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. knows a variety of purposes for creating works of art.
4. uses the elements of art and the principles of design to effectively communicate ideas.

Cultural and Historical Connections

Standard 1:

The student understands the visual arts in relation to history and culture. (VA.C.1.1)

1. knows that specific works of art belong to particular cultures, times, and places.
2. understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

Aesthetic and Critical Analysis

Standard 1:

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.1)

1. uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art.
2. understands that works of art can be rendered realistically, symbolically, or abstractly.
3. knows the difference between an original work of art and a reproduction.

Applications to Life

Standard 1:

The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.1)

1. understands that people create art for various reasons and that everyday objects are designed by artists.
2. knows various careers that are available to artists.

3. understands and uses appropriate behavior in a cultural experience.



Health Education

Health Literacy

Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.1)

1. knows names of body parts.
2. understands positive health behaviors that enhance wellness.
3. understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.
4. recognizes environmental health problems and understands possible solutions.
5. identifies common health problems of children and possible ways to prevent these problems.
6. understands why health problems should be recognized and treated early.
7. recognizes that injuries may be prevented.
8. recognizes the relationship between physical and emotional health.
9. classifies food and food combinations according to the Food Guide Pyramid.

Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.1)

1. knows sources of health information (e.g., people, places, and products) and how to locate them.
2. knows the meaning of warning labels and signs on hazardous substances.
3. identifies advertisements for health products.

Responsible Health Behavior

Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1)

1. knows and practices good personal health habits.
2. identifies safe and unsafe behaviors.
3. knows positive ways to handle anger.
4. knows and practices ways to prevent injuries.
5. distinguishes between threatening and nonthreatening environments.
6. demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.

Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.1)

1. recognizes the ways in which the media, technology, and other sources provide information about health.
2. recognizes that individuals have different cultural backgrounds that impact health practices.
3. knows and accepts the differences of people with special health needs.

Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.1)

1. knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).
2. knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).
3. knows how to use positive communication skills when expressing needs, wants, and feelings.
4. knows various ways of communicating care and consideration of others (e.g., sharing and saying “please” and “thank you”).
5. listens attentively (e.g., does not talk while others are talking).
6. knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).
7. knows various ways in which to resolve conflict using positive behavior.
8. identifies healthy ways to handle feelings.

Advocate and Promote Healthy Living

Standard 1:

The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.1)

1. identifies health problems that require the help of a trusted adult (e.g., child abuse).
2. recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).

Standard 2:

The student knows how to advocate for personal, family, and community health. (HE.C.2.1)

1. knows various ways to share health information (e.g., talking to peers about healthy snacks).
2. knows various ways to convey accurate health information and ideas to both individuals and groups.
3. knows the community agencies that support healthy families, individuals, and communities.
4. knows methods for assisting others in making positive choices (e.g., about safety belts).
5. works with one or more people toward a common goal.

Physical Education

Physical Education Literacy

Standard 1:

The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.1)

1. combines shapes, levels, directions, pathways, and ranges into simple sequences.
2. kicks stationary and rolled balls with strong force while maintaining balance.
3. adapts movement to changing environmental conditions.
4. chases, flees, and dodges to avoid or catch others and maneuver around obstacles.
5. consistently strikes lightweight objects with body parts and with lightweight implements.
6. knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing and balancing in symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus).

7. demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).
8. uses an overhand throwing pattern with accuracy.
9. knows various techniques for catching thrown objects.

Standard 2:

The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.1)

1. knows how to absorb force by establishing a base of support to receive the force of the oncoming object.
2. knows ways to establish bases of support using various body parts and fundamental principles of balance.
3. knows various techniques for landing safely.
4. uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zig-zag, and curved).
5. uses movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
6. knows the characteristics of a mature throw.

Standard 3:

The student analyzes the benefits of regular participation in physical activity. (PE.A.3.1)

1. identifies changes in the body during physical activity.
2. knows that the heart is a muscle that will become stronger as a result of physical activity.
3. understands that physical activity produces feelings of pleasure.
4. knows ways in which physical activity promotes muscular strength.

Responsible Physical Activity Behaviors

Standard 1:

The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.1)

1. knows how to move each joint through a functional range of motion.
2. understands the changes that occur in respiration during vigorous physical activity.
3. knows various warm-up and cool-down exercises.
4. participates in health-related fitness assessment.

Standard 2:

The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.1)

1. understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings.
2. follows directions given by instructor or group leader.
3. understands the difference between compliance and noncompliance with game rules and fair play.
4. identifies appropriate behaviors for participating with others in physical activity settings.

Advocate and Promote Physically Active Lifestyles

Standard 1:

The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.1)

1. knows the importance of demonstrating consideration of others in physical activity settings.
2. knows games to play with students who have disabilities.

Standard 2:

The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.1)

1. identifies the feelings resulting from challenges, successes, and failures in physical activity.
2. knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., creative movement).
3. recognizes the benefits that accompany cooperation and sharing.



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