

Grades

9

12

Sunshine

State

Standards



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# Table of Contents

## Academic Subject Areas:

Language Arts ..... 1

- Reading
- Writing
- Listening, Viewing, and Speaking
- Language
- Literature

Mathematics ..... 3

- Number Sense, Concepts, and Operations
- Measurement
- Geometry and Spatial Sense
- Algebraic Thinking
- Data Analysis and Probability

Science ..... 5

- The Nature of Matter
- Energy
- Force and Motion
- Processes that Shape the Earth
- Earth and Space
- Processes of Life
- How Living Things Interact with Their Environment
- The Nature of Science

Social Studies ..... 9

- Time, Continuity, and Change [History]
- People, Places, and Environments [Geography]
- Government and the Citizen [Civics and Government]
- Economics

Foreign Languages ..... 12

- Communication
- Culture
- Connections
- Comparisons
- Experiences

The Arts ..... 13

- Dance
- Music
- Theatre
- Visual Arts

Health Education and Physical Education ..... 18

- Health Education
- Physical Education

# Language Arts

## Reading

### Standard 1:

The student uses the reading process effectively. (L.A.A.1.4)

1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

### Standard 2:

The student constructs meaning from a wide range of texts. (L.A.A.2.4)

1. determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
2. determines the author's purpose and point of view and their effects on the text.
3. describes and evaluates personal preferences regarding fiction and nonfiction.
4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
5. identifies devices of persuasion and methods of appeal and their effectiveness.
6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

7. analyzes the validity and reliability of primary source information and uses the information appropriately.
8. synthesizes information from multiple sources to draw conclusions.

## Writing

### Standard 1:

The student uses writing processes effectively. (L.A.B.1.4)

1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

### Standard 2:

The student writes to communicate ideas and information effectively. (L.A.B.2.4)

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
2. organizes information using appropriate systems.
3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

## Listening, Viewing, and Speaking

### Standard 1:

The student uses listening strategies effectively.

(L.A.C.1.4)

1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary non-fiction, and informational presentations.
3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
4. identifies bias, prejudice, or propaganda in oral messages.

### Standard 2:

The student uses viewing strategies effectively.

(L.A.C.2.4)

1. determines main concept and supporting details in order to analyze and evaluate nonprint media messages.
2. understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

### Standard 3:

The student uses speaking strategies effectively.

(L.A.C.3.4)

1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
5. develops and sustains a line of argument and provides appropriate support.

## Language

### Standard 1:

The student understands the nature of language.

(L.A.D.1.4)

1. applies an understanding that language and literature are primary means by which culture is transmitted.
2. makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
3. understands that there are differences among various dialects of English.

### Standard 2:

The student understands the power of language.

(L.A.D.2.4)

1. understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
2. understands the subtleties of literary devices and techniques in the comprehension and creation of communication.
3. recognizes production elements that contribute to the effectiveness of a specific medium.
4. effectively integrates multimedia and technology into presentations.
5. critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.
6. understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

## Literature

### Standard 1:

The student understands the common features of a variety of literary forms. (L.A.E.1.4)

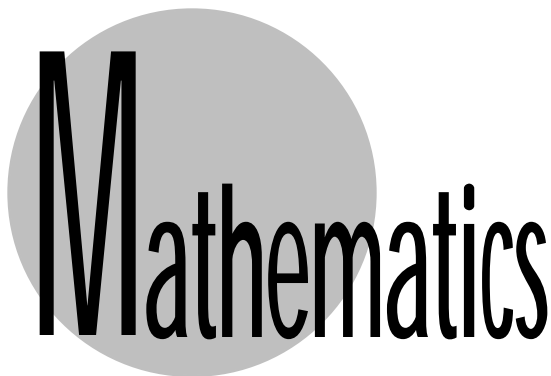
1. identifies the characteristics that distinguish literary forms.
2. understands why certain literary works are considered classics.
3. identifies universal themes prevalent in the literature of all cultures.

4. understands the characteristics of major types of drama.
5. understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

### Standard 2:

The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.4)

1. analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
2. understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
3. analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
4. understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
5. analyzes the relationships among author's style, literary form, and intended impact on the reader.
6. recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
7. examines a literary selection from several critical perspectives.
8. knows that people respond differently to texts based on their background knowledge, purpose, and point of view.



## Number Sense, Concepts, and Operations

### Standard 1:

The student understands the different ways numbers

are represented and used in the real world. (MA.A.1.4)

1. associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.
2. understands the relative size of integers, rational numbers, irrational numbers, and real numbers.
3. understands concrete and symbolic representations of real and complex numbers in real-world situations.
4. understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms.

### Standard 2:

The student understands number systems. (MA.A.2.4)

1. understands and uses the basic concepts of limits and infinity.
2. understands and uses the real number system.
3. understands the structure of the complex 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.3.4)

1. understands and explains the effects of addition, subtraction, multiplication, and division on real numbers, including square roots, exponents, and appropriate inverse relationships.
2. selects and justifies alternative strategies, such as using properties of numbers, including inverse, identity, distributive, associative, transitive, that allow operational shortcuts for computational procedures in real-world or mathematical problems.
3. adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

### Standard 4:

The student uses estimation in problem solving and computation. (MA.A.4.4)

1. uses estimation strategies in complex situations to predict results and to check the reasonableness of results.

### **Standard 5:**

The student understands and applies theories related to numbers. (MA.A.5.4)

1. applies special number relationships such as sequences and series to real-world problems.

## **Measurement**

### **Standard 1:**

The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.4)

1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids, cylinders, cones, and pyramids.
2. uses concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths.
3. relates the concepts of measurement to similarity and proportionality in real-world situations.

### **Standard 2:**

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.4)

1. selects and uses direct (measured) or indirect (not measured) methods of measurement as appropriate.
2. solves real-world problems involving rated measures (miles per hour, feet per second).

### **Standard 3:**

The student estimates measurements in real-world problem situations. (MA.B.3.4)

1. solves real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume, and estimates the effects of measurement errors on calculations.

### **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.4.4)

1. determines the level of accuracy and precision, including absolute and relative errors or tolerance, required in real-world measurement situations.

2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

## **Geometry and Spatial Sense**

### **Standard 1:**

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.4)

1. uses properties and relationships of geometric shapes to construct formal and informal proofs.

### **Standard 2:**

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.4)

1. understands geometric concepts such as perpendicularity, parallelism, tangency, congruency, similarity, reflections, symmetry, and transformations including flips, slides, turns, enlargements, rotations, and fractals.
2. analyzes and applies geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).

### **Standard 3:**

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically. (MA.C.3.4)

1. represents and applies geometric properties and relationships to solve real-world and mathematical problems including ratio, proportion, and properties of right triangle trigonometry.
2. using a rectangular coordinate system (graph), applies and algebraically verifies properties of two- and three-dimensional figures, including distance, midpoint, slope, parallelism, and perpendicularity.

## **Algebraic Thinking**

### **Standard 1:**

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.4)

1. describes, analyzes, and generalizes relationships, patterns, and functions using words, symbols, variables, tables, and graphs.
2. determines the impact when changing parameters of given functions.

## Standard 2:

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.4)

1. represents real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations.
2. uses systems of equations and inequalities to solve real-world problems graphically, algebraically, and with matrices.

## Data Analysis and Probability

### Standard 1:

The student understands and uses the tools of data analysis for managing information. (MA.E.1.4)

1. interprets data that has been collected, organized, and displayed in charts, tables, and plots.
2. calculates measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, and variance) for complex sets of data and determines the most meaningful measure to describe the data.
3. analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data, and using 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.2.4)

1. determines probabilities using counting procedures, tables, tree diagrams, and formulas for permutations and combinations.
2. determines the probability for simple and compound events as well as independent and dependent events.

### Standard 3:

The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)

1. designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings.
2. explains the limitations of using statistical techniques and data in making inferences and valid arguments.



## The Nature of Matter

### Standard 1:

The student understands that all matter has observable, measurable properties. (SC.A.1.4)

1. knows that the electron configuration in atoms determines how a substance reacts and how much energy is involved in its reactions.
2. knows that the vast diversity of the properties of materials is primarily due to variations in the forces that hold molecules together.
3. knows that a change from one phase of matter to another involves a gain or loss of energy.
4. experiments and determines that the rates of reaction among atoms and molecules depend on the concentration, pressure, and temperature of the reactants and the presence or absence of catalysts.
5. knows that connections (bonds) form between substances when outer-shell electrons are either transferred or shared between their atoms, changing the properties of substances.

### Standard 2:

The student understands the basic principles of atomic theory. (SC.A.2.4)

1. knows that the number and configuration of electrons will equal the number of protons in an electrically neutral atom and when an atom gains or loses electrons, the charge is unbalanced.
2. knows the difference between an element, a molecule, and a compound.
3. knows that a number of elements have heavier, unstable nuclei that decay, spontaneously giving off smaller particles and waves that result in a small loss of mass and release a large amount of energy.
4. knows that nuclear energy is released when small, light atoms are fused into heavier ones.
5. knows that elements are arranged into groups and families based on similarities in electron structure and that their physical and chemical properties can be predicted.

6. understands that matter may act as a wave, a particle, or something else entirely different with its own characteristic behavior.

## Energy

### Standard 1:

The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.4)

1. understands how knowledge of energy is fundamental to all the scientific disciplines (e.g., the energy required for biological processes in living organisms and the energy required for the building, erosion, and rebuilding of the Earth).
2. understands that there is conservation of mass and energy when matter is transformed.
3. knows that temperature is a measure of the average translational kinetic energy of motion of the molecules in an object.
4. knows that as electrical charges oscillate, they create time-varying electric and magnetic fields that propagate away from the source as an electromagnetic wave.
5. knows that each source of energy presents advantages and disadvantages to its use in society (e.g., political and economic implications may determine a society's selection of renewable or nonrenewable energy sources).
6. knows that the first law of thermodynamics relates the transfer of energy to the work done and the heat transferred.
7. knows that the total amount of usable energy always decreases, even though the total amount of energy is conserved in any transfer.

### Standard 2:

The student understands the interaction of matter and energy. (SC.B.2.4)

1. knows that the structure of the universe is the result of interactions involving fundamental particles (matter) and basic forces (energy) and that evidence suggests that the universe contains all of the matter and energy that ever existed.

## Force and Motion

### Standard 1:

The student understands that types of motion may be described, measured, and predicted. (SC.C.1.4)

1. knows that all motion is relative to whatever frame of reference is chosen and that there is no absolute frame of reference from which to observe all motion.

2. knows that any change in velocity is an acceleration.

### 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.2.4)

1. knows that acceleration due to gravitational force is proportional to mass and inversely proportional to the square of the distance between the objects.
2. knows that electrical forces exist between any two charged objects.
3. describes how magnetic force and electrical force are two aspects of a single force.
4. knows that the forces that hold the nucleus of an atom together are much stronger than electromagnetic force and that this is the reason for the great amount of energy released from the nuclear reactions in the sun and other stars.
5. knows that most observable forces can be traced to electric forces acting between atoms or molecules.
6. explains that all forces come in pairs commonly called action and reaction.

## 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.1.4)

1. knows how climatic patterns on Earth result from an interplay of many factors (Earth's topography, its rotation on its axis, solar radiation, the transfer of heat energy where the atmosphere interfaces with lands and oceans, and wind and ocean currents).
2. knows that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways (e.g., forming mountain ranges and rift valleys, causing earthquake and volcanic activity, and forming undersea mountains that can become ocean islands).
3. knows that changes in Earth's climate, geological activity, and life forms may be traced and compared.
4. knows that Earth's systems and organisms are the result of a long, continuous change over time.

## Standard 2:

The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)

1. understands the interconnectedness of the systems on Earth and the quality of life.

## 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.1.4)

1. understands the relationships between events on Earth and the movements of the Earth, its moon, the other planets, and the sun.
2. knows how the characteristics of other planets and satellites are similar to and different from those of the Earth.
3. knows the various reasons that Earth is the only planet in our Solar System that appears to be capable of supporting life as we know it.

### Standard 2:

The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.4)

1. knows that the stages in the development of three categories of stars are based on mass: stars that have the approximate mass of our sun, stars that are two-to-three-stellar masses and develop into neutron stars, and stars that are five-to-six-stellar masses and develop into black holes.
2. identifies the arrangement of bodies found within and outside our galaxy.
3. knows astronomical distance and time.
4. understands stellar equilibrium.
5. knows various scientific theories on how the universe was formed.
6. knows the various ways in which scientists collect and generate data about our universe (e.g., X-ray telescopes, computer simulations of gravitational systems, nuclear reactions, space probes, and supercollider simulations).
7. knows that mathematical models and computer simulations are used in studying evidence from many sources to form a scientific account of the universe.

## Processes of Life

### Standard 1:

The student describes patterns of structure and function in living things. (SC.F.1.4)

1. knows that the body processes involve specific biochemical reactions governed by biochemical principles.
2. knows that body structures are uniquely designed and adapted for their function.
3. knows that membranes are sites for chemical synthesis and essential energy conversions.
4. understands that biological systems obey the same laws of conservation as physical systems.
5. knows that complex interactions among the different kinds of molecules in the cell cause distinct cycles of activity governed by proteins.
6. knows that separate parts of the body communicate with each other using electrical and/or chemical signals.
7. knows that organisms respond to internal and external stimuli.
8. knows that cell behavior can be affected by molecules from other parts of the organism or even from other organisms.

### Standard 2:

The student understands the process and importance of genetic diversity. (SC.F.2.4)

1. understands the mechanisms of asexual and sexual reproduction and knows the different genetic advantages and disadvantages of asexual and sexual reproduction.
2. knows that every cell contains a “blueprint” coded in DNA molecules that specify how proteins are assembled to regulate cells.
3. understands the mechanisms of change (e.g., mutation and natural selection) that lead to adaptations in a species and their ability to survive naturally in changing conditions and to increase species diversity.

## 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.1.4)

1. knows of the great diversity and interdependence of living things.
2. understands how the flow of energy through an ecosystem made up of producers, consumers, and decomposers carries out the processes of life and that some energy dissipates as heat and is not recycled.
3. knows that the chemical elements that make up the molecules of living things are combined and recombined in different ways.

## Standard 2:

The student understands the consequences of using limited natural resources. (SC.G.2.4)

1. knows that layers of energy-rich organic materials have been gradually turned into great coal beds and oil pools (fossil fuels) by the pressure of the overlying earth and that humans burn fossil fuels to release the stored energy as heat and carbon dioxide.
2. knows that changes in a component of an ecosystem will have unpredictable effects on the entire system but that the components of the system tend to react in a way that will restore the ecosystem to its original condition.
3. understands how genetic variation of offspring contributes to population control in an environment and that natural selection ensures that those who are best adapted to their surroundings survive to reproduce.
4. knows that the world ecosystems are shaped by physical factors that limit their productivity.
5. understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth.
6. knows the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).

## The Nature of Science

### Standard 1:

The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)

1. knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well a theory predicts, and to compare different theories.
2. knows that from time to time, major shifts occur in the scientific view of how the world works, but that more often the changes that take place in the body of scientific knowledge are small modifications of prior knowledge.
3. understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.
4. knows that scientists in any one research group tend to see things alike and that therefore scientific teams are expected to seek out the possible

sources of bias in the design of their investigations and in their data analysis.

5. understands that new ideas in science are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and usually grow slowly from many contributors.
6. understands that, in the short run, new ideas that do not mesh well with mainstream ideas in science often encounter vigorous criticism and that, in the long run, theories are judged by how they fit with other theories, the range of observations they explain, how well they explain observations, and how effective they are in predicting new findings.
7. understands the importance of a sense of responsibility, a commitment to peer review, truthful reporting of the methods and outcomes of investigations, and making the public aware of the findings.

### Standard 2:

The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)

1. knows that scientists assume that the universe is a vast system in which basic rules exist that may range from very simple to extremely complex, but that scientists operate on the belief that the rules can be discovered by careful, systemic study.
2. knows that scientists control conditions in order to obtain evidence, but when that is not possible for practical or ethical reasons, they try to observe a wide range of natural occurrences to discern patterns.

### Standard 3:

The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

1. knows that performance testing is often conducted using small-scale models, computer simulations, or analogous systems to reduce the chance of system failure.
2. knows that technological problems often create a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances science.
3. knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events.
4. knows that funds for science research come from federal government agencies, industry, and private foundations and that this funding often influences the areas of discovery.
5. knows that the value of a technology may differ for different people and at different times.

6. knows that scientific knowledge is used by those who engage in design and technology to solve practical problems, taking human values and limitations into account.

The logo for Social Studies features the words "Social" and "Studies" in a large, black, serif font. The word "Social" is positioned above "Studies". Both words are partially enclosed by a light gray circular shape that is behind the text.

## Time, Continuity, and Change [History]

### Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.4)

1. understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
3. evaluates conflicting sources and materials in the interpretation of a historical event or episode.
4. uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

### Standard 2:

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.4)

1. understands the early physical and cultural development of humans.
2. understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.
3. understands the emergence of civilization in China, southwest Asia, and the Mediterranean basin.
4. understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.
5. understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.

6. understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.
7. understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.
8. understands cultural, religious, political, and technological developments of civilizations in Asia and Africa.
9. understands significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks.
10. understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.
11. understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

### Standard 3:

The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)

1. understands the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.
2. understands significant religious and societal issues from the Renaissance through the Reformation.
3. understands the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion.
4. knows the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.
5. understands the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.
6. understands transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.
7. understands significant political developments in Europe in the 19th century.
8. understands the effects of the Industrial Revolution.
9. analyzes major historical events of the first half of the 20th century.
10. understands the political, military, and economic events since the 1950s that have had a significant impact on international relations.

## **Standard 4:**

The student understands U.S. history to 1880.  
(SS.A.4.4)

1. understands the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.
2. understands how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
3. understands the significant military and political events that took place during the American Revolution.
4. understands the political events that defined the Constitutional period.
5. understands the significant political events that took place during the early national period.
6. understands the military and economic events of the Civil War and Reconstruction.

## **Standard 5:**

The student understands U.S. history from 1880 to the present day. (SS.A.5.4)

1. knows the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
2. understands the social and cultural impact of immigrant groups and individuals on American society after 1880.
3. understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
4. understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
5. knows the origins and effects of the involvement of the United States in World War II.
6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.
7. understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
8. knows significant political events and issues that have shaped domestic policy decisions in contemporary America.

## **People, Places, and Environments [Geography]**

### **Standard 1:**

The student understands the world in spatial terms.  
(SS.B.1.4)

1. uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
2. understands the advantages and disadvantages of using maps from different sources and different points of view.
3. uses mental maps of physical and human features of the world to answer complex geographic questions.
4. understands how cultural and technological characteristics can link or divide regions.
5. understands how various factors affect people's mental maps.

### **Standard 2:**

The student understands the interactions of people and the physical environment. (SS.B.2.4)

1. understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.
4. understands the global impact of human changes in the physical environment.
5. knows how humans overcome "limits to growth" imposed by physical systems.
6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
7. understands the concept of sustainable development.

# 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.1.4)

1. understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g. constitutional democracies) and unlimited governments (e.g. totalitarian regimes).
2. understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
3. understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
4. understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.

### Standard 2:

The student understands the role of the citizen in American democracy. (SS.C.2.4)

1. develops and defines his or her own political beliefs and tendencies.
2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
3. understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.
4. understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.
5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
6. understands the argument that personal, political, and economic rights reinforce each other.
7. knows the points at which citizens can monitor or influence the process of public policy formation.

# Economics

### Standard 1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)

1. understands how many financial and nonfinancial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce resources differently.
2. understands credit history and the positive and negative impacts that credit can have on an individual's financial life.

### Standard 2:

The student understands the characteristics of different economic systems and institutions. (SS.D.2.4)

1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
2. understands how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
3. understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
4. understands how United States fiscal policies and monetary policies reinforce or offset each other and how they effect levels of economic activity, the money supply of the country, and the well being of individuals, businesses, regions and the nation.
5. understands basic terms and indicators associated with levels of economic performance and the state of the economy.
6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.

# Foreign Languages

## Communication

### Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.4)

1. interacts in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information).
2. rephrases and uses indirect expressions to communicate a message in the target language.

### Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.4)

1. obtains and processes information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language.
2. understands the main ideas and significant details of extended discussions, presentations, and feature programs on radio and television, in movies, and in other forms of media designed for use by native speakers.
3. reads authentic written materials and analyzes them orally or in writing (e.g., describes characters, plot, personal reactions, and feelings).
4. understands various aspects of and relationships between the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture.

### Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.4)

1. effectively communicates orally in the target language regarding a past, present, or future event.
2. communicates in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).

## Culture

### Standard 1:

The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.4)

1. interacts in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.
2. identifies and discusses various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.
3. identifies and discusses various aspects of the target culture (e.g., social and political institutions and laws).
4. identifies and discusses artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art).
5. identifies and discusses target-language writers and their works and assesses their influence not only on the products of his or her own culture, but also on other world cultures.

## Connections

### Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.4)

1. conducts research on a topic of interest from an academic discipline (e.g., an event, a historical figure, or a scientific concept) using a variety of target-language sources (e.g., print, audio, and CD-ROM).

## Standard 2:

The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.4)

1. uses research information as a basis for expressing opinions that reflect knowledge of the target culture.
2. uses a concept or skill learned in the foreign-language class to communicate information to students in other content-area classes.
3. uses target-language skills to obtain information and perspectives from speakers of the target language.
4. uses target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.
5. uses the target language to access, process, and discuss information that is only available through the target language or within the target culture (e.g., by using technology such as databases and CD-ROM produced in the target language or consulting target-language sources to gain information on a topic of personal, community, or global concern).

## 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.1.4)

1. knows elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.
2. understands and applies the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts.
3. recognizes how languages differ in the way they can be used to communicate similar ideas (e.g., through oral, written, or artistic expression).

### Standard 2:

The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.4)

1. uses the target language to discuss how aspects of the target culture are reflected in his or her own culture.
2. recognizes different world views as presented in the media (e.g., TV, newspapers, and radio).

3. demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature.
4. recognizes the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.

## Experiences

### Standard 1:

The student uses the language within and beyond the school setting. (FL.E.1.4)

1. understands that knowing more than one language allows people to function effectively in multilingual communities.
2. knows the benefits that being able to communicate in more than one language can have on one's career.



## Dance

### Skills and Techniques

#### Standard 1:

The student identifies and demonstrates movement elements in performing dance. (D.A.1.4)

1. uses correct body alignment, strength, flexibility, and coordination in the performance of technical movements.
2. performs technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
3. uses improvisation to solve movement problems and adjusts choices based on the movement responses of other dancers.

4. performs extended movement sequences and rhythmic patterns.

### **Standard 2:**

The student understands choreographic principles, processes, and structures. (DA.A.2.4)

1. uses both traditional and invented movements to manipulate choreographic principles.
2. knows how improvisation is used to create movement for choreography.
3. creates a dance that displays choreographic intent.

## **Creation and Communication**

### **Standard 1:**

The student understands dance is a way to create meaning. (DA.B.1.4)

1. understands similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).
2. understands how meaning is communicated with respect to one's own choreographic work.
3. creates a dance that effectively communicates or comments on contemporary, social, or political themes.

## **Cultural and Historical Connections**

### **Standard 1:**

The student demonstrates and understands dance in various cultures and historical periods. (DA.C.1.4)

1. knows significant historical events that have occurred in the development of dance.
2. understands similarities and differences between various forms of dance.
3. understands the impact society and history have on choreographic styles and trends.
4. understands the changing role of commercial and artistic forms of dance in American culture.

## **Aesthetic and Critical Analysis**

### **Standard 1:**

The student applies and demonstrates critical and creative thinking skills in dance. (DA.D.1.4)

1. understands that dance is created and revised according to artistic decisions.
2. understands the process of observation and analysis in developing a critique of a finished work.

3. understands issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance.

## **Applications to Life**

### **Standard 1:**

The student makes connections between dance and healthful living. (DA.E.1.4)

1. understands and applies healthy lifestyle choices that positively affect dancers.
2. understands the challenges that face professional performers in maintaining healthy lifestyles.

### **Standard 2:**

The student makes connections between dance and other disciplines. (DA.E.2.4)

1. uses technology to enhance a movement study.
2. uses dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).
3. understands how various science disciplines (e.g., anatomy, kinesiology, exercise physiology, and somatics) are applied to dance.
4. understands historical and cultural images of the body in dance in comparison to images of the body in contemporary media.

# **Music**

## **Skills and Techniques**

### **Standard 1:**

The student sings, alone and with others, a varied repertoire of music. (MU.A.1.4)

1. sings accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.
2. uses appropriate vocal styles and techniques of various musical literature (e.g., jazz, Baroque, gospel, and swing).
3. uses ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, madrigal).

## Standard 2:

The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.4)

1. performs on at least one instrument, alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation.
2. performs music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).
3. performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).
4. performs melodic phrases accurately, after hearing only once.

## Standard 3:

The student reads and notates music. (MU.A.3.4)

1. sight reads one's part in a four-part vocal or instrumental score.
2. describes how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).
3. writes the notation for a simple harmonic progression performed by someone else.

## Creation and Communication

### Standard 1:

The student improvises melodies, variations, and accompaniments. (MU.B.1.4)

1. improvises harmonic accompaniments in pentatonic, major, and minor modes.
2. improvises melodies over a given chord progression with appropriate notes and rhythm.

### Standard 2:

The student composes and arranges music within specific guidelines. (MU.B.2.4)

1. uses basic principles to create compositions in distinct styles and in different media to express an idea or feeling.
2. arranges familiar music for voices or instruments for a specific event or function.

## Cultural and Historical Connections

### Standard 1:

The student understands music in relation to culture and history. (MU.C.1.4)

1. describes and classifies unfamiliar music according to style, period, composer, culture, or performer.
2. understands the development of American music (e.g., country, blues, folk, stage or film, and gospel).
3. understands the influence of significant composers and performers on musical styles, traditions, and performance practices.

## Aesthetic and Critical Analysis

### Standard 1:

The student listens to, analyzes, and describes music. (MU.D.1.4)

1. perceives and remembers significant music events within a composition.
2. analyzes music events within a composition using appropriate music principles and technical vocabulary.
3. understands the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

### Standard 2:

The student evaluates music and music performance. (MU.D.2.4)

1. establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.
2. understands the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.

## Applications to Life

### Standard 1:

The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.4)

1. understands how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.
2. understands how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

## Standard 2:

The student understands the relationship between music and the world beyond the school setting. (MU.E.2.4)

1. knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings.
2. uses informed consumer choices concerning music based on personal criteria (e.g., rationalizes and defends musical preferences).
3. knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

# Theatre

## Skills and Techniques

### Standard 1:

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.4)

1. uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

### Standard 2:

The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.4)

1. uses unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).

### Standard 3:

The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.4)

1. uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.
2. understands the technical (physical and chemical) aspects of theatre production to safely create properties, sound, costumes, and makeup.
3. designs, implements, and integrates all sound effects into the production concept.
4. understands all technical elements used to influence the meaning of the drama.

## Creation and Communication

### Standard 1:

The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.4)

1. understands how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.

## Cultural and Historical Connections

### Standard 1:

The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present. (TH.C.1.4)

1. understands cultural and historical influences on dramatic forms (e.g., theatre, film, and television).
2. understands how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

## Aesthetic and Critical Analysis

### Standard 1:

The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.4)

1. compares the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.
2. understands allegoric and symbolic references in plays.
3. understands theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

## Applications to Life

### Standard 1:

The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.4)

1. understands how to use various arts media to enhance communication in theatrical productions.
2. understands the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).

3. understands the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).
4. understands the necessity of goal-setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.
5. recognizes the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theatre.

4. knows how the elements of art and the principles of design can be used and solves specific visual-art problems at a proficient level.

# Visual Arts

## Skills and Techniques

### Standard 1:

The student understands and applies media, techniques, and processes. (VA.A.1.4)

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.
2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner.
3. knows how the elements of art and the principles of design can be used to solve specific art problems.
4. uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional 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.1.4)

1. applies various subjects, symbols, and ideas 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. understands some of the implications of intentions and purposes in particular works of art.

## Cultural and Historical Connections

### Standard 1:

The student understands the visual arts in relation to history and culture. (VA.C.1.4)

1. understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.
2. understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

## Aesthetic and Critical Analysis

### Standard 1:

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.4)

1. understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment.
2. understands critical and aesthetic statements in terms of historical reference while researching works of art.
3. knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.

## Applications to Life

### Standard 1:

The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)

1. knows and participates in community-based art experiences as an artist or observer.
2. understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.
3. knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.

# Health Education & Physical Education

## Health Education

### Health Literacy

#### Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)

1. understands the impact of personal health behaviors on body systems.
2. understands the potential impact of common risk behaviors on the quality of life.
3. understands the relationships among physical, mental, emotional, and social health throughout adulthood.
4. understands how the environmental conditions of the community influence the health of individuals.
5. knows how the social environment influences the health of the community.
6. knows how to delay the onset of and reduce the risk for potential health problems during adulthood.
7. understands how public health policies and government regulations influence health conditions.
8. knows how the prevention and control of health problems are influenced by research and medical advances.
9. understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life.

#### Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.4)

1. understands potential controversy regarding the validity of health information, products, and services.

2. knows resources from home, school, and community that provide valid health information.
3. knows how to evaluate factors that influence personal selection of health products and services.
4. knows how to access school and community health services for self and others.
5. knows how to analyze the cost and accessibility of health-care services.
6. knows how to analyze situations requiring professional health services.

## Responsible Health Behavior

#### Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.4)

1. understands the role of individual responsibility regarding personal risk behaviors.
2. knows strategies for health enhancement and risk reduction.
3. knows strategies for managing stress.
4. knows strategies for improving or maintaining personal, family, and community health.
5. knows injury-prevention and injury-management strategies for personal, family, and community health.

#### Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.4)

1. understands the impact of technology on personal, family, and community health.
2. understands the role of governmental agencies in regulating advertising claims related to health.
3. knows how information from peers, family, and the community influences personal health.
4. knows how ethnic and cultural diversity both enrich and challenge healthy living.

#### Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)

1. understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).
2. knows techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).
3. knows positive strategies for expressing needs, wants, and feelings.
4. knows skills for communicating effectively with family, friends, and others.
5. knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).

6. understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).
7. knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).
8. understands various ways in which different families handle grief (e.g., in terms of cultural differences).

## Advocate and Promote Healthy Living

### Standard 1:

The student knows how to use goal-setting and decision-making skills which enhance health. (HE.C.1.4)

1. knows various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).
2. knows the health concerns that require collaborative decision making (e.g., community violence and water pollution).
3. knows methods for predicting immediate and long-term impact of health decisions on the individuals who make them.
4. knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress.
5. knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.
6. knows various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).

### Standard 2:

The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

1. knows oral, written, audio, and visual communication methods to accurately express health messages (e.g., through an audiovisual public service announcement).
2. knows methods for effectively expressing feelings and opinions on health issues.
3. knows strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on health issues.
4. knows positive ways to influence others to make positive choices.
5. knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).

6. knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities.

# 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.1.4)

1. demonstrates competency or proficiency in self-selected activities.

### 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.2.4)

1. understands how the laws of motion apply to the acquisition and improvement of skills.
2. knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.
3. knows how to evaluate one's own skilled performances.

### Standard 3:

The student analyzes the benefits of regular participation in physical activity. (PE.A.3.4)

1. knows that physical activity reduces certain health risk factors.
2. knows how regular physical activity can relieve the stress of everyday life.
3. identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits.
4. knows the role of physical activity in the prevention of disease and the reduction of health-care costs.
5. evaluates the effectiveness and use of community resources related to fitness.

6. understands the importance of making a commitment to physical activity as an important part of one's lifestyle.
7. understands the utilization of fats, proteins, and carbohydrates as related to physical activity.

## Responsible Physical Activity Behaviors

### Standard 1:

**The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.4)**

1. knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
2. knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.
3. uses technology to assess, enhance, and maintain fitness and skills.
4. maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity.
5. knows how to make changes in an individual wellness plan as lifestyle changes occur.
6. knows the correlation between obesity, high blood pressure, and increased physical activity.

### Standard 2:

**The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.4)**

1. knows risks and safety factors that may affect physical activity throughout life.
2. knows various ways in which conflict can be resolved appropriately in game settings.
3. demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions, and accepting victory and defeat).
4. assumes an active leader role, a supportive follower role, and a passive follower role as appropriate.
5. understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.

## 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.1.4)**

1. understands the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.
2. knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).
3. knows the value of sport and physical activity in understanding different cultures.

### Standard 2:

**The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.4)**

1. identifies personal feelings resulting from participation in physical activity.
2. participates in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.
3. knows the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one's life.



FLORIDA DEPARTMENT OF  
**EDUCATION**

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