

Grades

3

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5

Sunshine

State

Standards



FLORIDA  
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# Language Arts

## Reading

### Standard 1:

The student uses the reading process effectively. (L.A.A.1.2)

1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.
2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.
3. uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.
4. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

### Standard 2:

The student constructs meaning from a wide range of texts. (L.A.A.2.2)

1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
2. identifies the author's purpose in a simple text.
3. recognizes when a text is primarily intended to persuade.
4. identifies specific personal preferences relative to fiction and nonfiction reading.
5. reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

6. recognizes the difference between fact and opinion presented in a text.
7. recognizes the use of comparison and contrast in a text.
8. selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

## Writing

### Standard 1:

The student uses writing processes effectively. (L.A.B.1.2)

1. prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
2. drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.
3. produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

### Standard 2:

The student writes to communicate ideas and information effectively. (L.A.B.2.2)

1. writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical and numerical systems.
3. writes for a variety of occasions, audiences, and purposes.

4. uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.
5. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.
6. creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

## Listening, Viewing, and Speaking

### Standard 1:

The student uses listening strategies effectively.

(LA.C.1.2)

1. listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
2. identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.
3. carries on an extended conversation with a group of friends.
4. listens attentively to the speaker, including making eye contact and facing the speaker.
5. responds to speakers by asking questions, making contributions, and paraphrasing what is said.

### Standard 2:

The student uses viewing strategies effectively.

(LA.C.2.2)

1. determines main concept and supporting details in a nonprint media message.
2. recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.

### Standard 3:

The student uses speaking strategies effectively.

(LA.C.3.2)

1. speaks clearly at an understandable rate and uses appropriate volume.
2. asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.
3. speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.
4. uses eye contact and gestures that engage the audience.

5. participates as a contributor and occasionally acts as a leader in a group discussion.
6. organizes a speech using a basic beginning, middle, and ending.

## Language

### Standard 1:

The student understands the nature of language.

(LA.D.1.2)

1. understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.
2. understands that language formality varies according to situations and audiences.

### Standard 2:

The student understands the power of language.

(LA.D.2.2)

1. understands that word choices can shape reactions, perception, and beliefs.
2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.
3. recognizes different techniques used in media messages and their purposes.
4. selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.
5. understands that a variety of messages can be conveyed through mass media.

## Literature

### Standard 1:

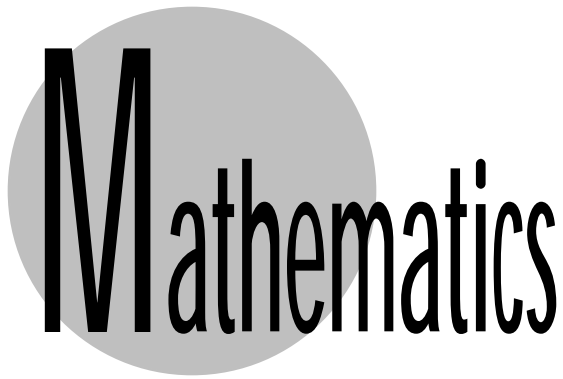
The student understands the common features of a variety of literary forms. (LA.E.1.2)

1. identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.
2. understands the development of plot and how conflicts are resolved in a story.
3. knows the similarities and differences among the characters, settings, and events presented in various texts.
4. knows that the attitudes and values that exist in a time period affect the works that are written during that time period.
5. identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

## Standard 2:

The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.2)

1. recognizes cause-and-effect relationships in literary texts.
2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.
3. responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.
4. identifies the major theme in a story or nonfiction text.
5. forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.



## Number Sense, Concepts, and Operations

### Standard 1:

The student understands the different ways numbers are represented and used in the real world. (MA.A.1.2)

1. names whole numbers combining three-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.
2. understands the relative size of whole numbers, commonly used fractions, decimals, and percents.
3. understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.
4. understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

## Standard 2:

The student understands number systems. (MA.A.2.2)

1. uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.
2. recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.

## 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.3.2)

1. understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.
2. selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.
3. adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, 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.4.2)

1. uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.

## **Standard 5:**

The student understands and applies theories related to numbers. (MA.A.5.2)

1. understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

## **Measurement**

### **Standard 1:**

The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.2)

1. uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.
2. solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

### **Standard 2:**

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.2)

1. uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.
2. selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

### **Standard 3:**

The student estimates measurements in real-world problem situations. (MA.B.3.2)

1. solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

### **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.4.2)

1. determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

2. selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

## **Geometry and Spatial Sense**

### **Standard 1:**

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.2)

1. given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

### **Standard 2:**

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.2)

1. understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity
2. predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

### **Standard 3:**

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically. (MA.C.3.2)

1. represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.
2. identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

## **Algebraic Thinking**

### **Standard 1:**

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.2)

1. describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

2. generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

### **Standard 2:**

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.2)

1. represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.
2. uses informal methods, such as physical models and graphs, to solve real-world problems involving equations and inequalities.

## **Data Analysis and Probability**

### **Standard 1:**

The student understands and uses the tools of data analysis for managing information. (MA.E.1.2)

1. solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
2. determines range, mean, median, and mode from sets of data.
3. analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by 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.2.2)

1. uses models, such as tree diagrams, to display possible outcomes and to predict events.
2. predicts the likelihood of simple events occurring.

### **Standard 3:**

The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.2)

1. designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
2. uses statistical data about life situations to make predictions and justifies reasoning.



## **The Nature of Matter**

### **Standard 1:**

The student understands that all matter has observable, measurable properties. (SC.A.1.2)

1. determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).
2. knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.
3. knows that the weight of an object always equals the sum of its parts.
4. knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.
5. knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.

### **Standard 2:**

The student understands the basic principles of atomic theory. (SC.A.2.2)

1. knows that materials may be made of parts too small to be seen without magnification.

# Energy

## Standard 1:

The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.2)

1. knows how to trace the flow of energy in a system (e.g., as in an ecosystem).
2. recognizes various forms of energy (e.g., heat, light, and electricity).
3. knows that most things that emit light also emit heat.
4. knows the many ways in which energy can be transformed from one type to another.
5. knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.
6. knows ways that heat can move from one object to another.

## Standard 2:

The student understands the interaction of matter and energy. (SC.B.2.2)

1. knows that some source of energy is needed for organisms to stay alive and grow.
2. recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.
3. knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.

# Force and Motion

## Standard 1:

The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2)

1. understands that the motion of an object can be described and measured.
2. knows that waves travel at different speeds through different materials.

## 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.2.2)

1. recognizes that forces of gravity, magnetism, and electricity operate simple machines.

2. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.
3. knows that the more massive an object is, the less effect a given force has.
4. knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.

# 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.1.2)

1. knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil.
2. knows that 75 percent of the surface of the Earth is covered by water.
3. knows that the water cycle is influenced by temperature, pressure, and the topography of the land.
4. knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.
5. knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.

## Standard 2:

The student understands the need for protection of the natural systems on Earth. (SC.D.2.2)

1. knows that using, recycling, and reducing the use of natural resources improve and protect 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.1.2)

1. knows that the tilt of the Earth on its own axis as it rotates and revolves around the sun causes changes in season, length of day, and energy available.
2. knows that the combination of the Earth's movement and the moon's own orbit around the

Earth results in the appearance of cyclical phases of the moon.

3. knows that the sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.
4. knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.
5. understands the arrangement of planets in our Solar System.

### **Standard 2:**

**The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.2)**

1. knows that, in addition to the sun, there are many other stars that are far away.

## **Processes of Life**

### **Standard 1:**

**The student describes patterns of structure and function in living things. (SC.F.1.2)**

1. knows that the human body is made of systems with structures and functions that are related.
2. knows how all animals depend on plants.
3. knows that living things are different but share similar structures.
4. knows that similar cells form different kinds of structures.

### **Standard 2:**

**The student understands the process and importance of genetic diversity. (SC.F.2.2)**

1. knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.

## **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.1.2)**

1. knows ways that plants, animals, and protists interact.
2. knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.

3. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.
4. knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.
5. knows that animals eat plants or other animals to acquire the energy they need for survival.
6. knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms.
7. knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.

### **Standard 2:**

**The student understands the consequences of using limited natural resources. (SC.G.2.2)**

1. knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.
2. knows that the size of a population is dependent upon the available resources within its community.
3. understands that changes in the habitat of an organism may be beneficial or harmful.

## **The Nature of Science**

### **Standard 1:**

**The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)**

1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
2. knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
3. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.
4. knows that to compare and contrast observations and results is an essential skill in science.
5. knows that a model of something is different from the real thing, but can be used to learn something about the real thing.

## Standard 2:

The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2)

1. knows that natural events are often predictable and logical.

## Standard 3:

The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)

1. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.
2. knows that data are collected and interpreted in order to explain an event or concept.
3. knows that before a group of people build something or try something new, they should determine how it may affect other people.
4. knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.



## Time, Continuity, and Change [History]

### Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
2. uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
3. understands broad categories of time in years, decades, and centuries.

## Standard 2:

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.2)

1. knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system).
2. understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between people more effective).
3. understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families).
4. understands the emergence of different laws and systems of government (e.g., monarchy and republic).
5. understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art).
6. knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).
7. understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).

### Standard 3:

The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.2)

1. knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.
2. knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe).

3. understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism).
4. understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).

#### **Standard 4:**

**The student understands U.S. history to 1880.**

**(SS.A.4.2)**

1. understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.
2. understands why Colonial America was settled in regions.
3. knows significant social and political events that led to and characterized the American Revolution.
4. knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights).
5. understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.
6. knows the causes, key events, and effects of the Civil War and Reconstruction.

#### **Standard 5:**

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

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.
3. knows the political causes and outcomes of World War I.
4. understands social and cultural transformations of the 1920s and 1930s.
5. understands the social and economic impact of the Great Depression on American society.
6. understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.
7. knows the economic, political, and social transformations that have taken place in the United States since World War II.

8. knows the political and military aspects of United States foreign relations since World War II.

#### **Standard 6:**

**The student understands the history of Florida and its people. (SS.A.6.2)**

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.
4. understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.
5. knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.
6. understands the cultural, social, and political features of Native American tribes in Florida's history.
7. understands the unique historical conditions that influenced the formation of the state and how statehood was granted.

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

#### **Standard 1:**

**The student understands the world in spatial terms.**

**(SS.B.1.2)**

1. uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
2. knows how regions are constructed according to physical criteria and human criteria.
3. locates and describes the physical and cultural features of major world political regions.
4. knows how changing transportation and communication technology have affected relationships between locations.
5. knows ways in which people view and relate to places and regions differently.

## **Standard 2:**

**The student understands the interactions of people and the physical environment. (SS.B.2.2)**

1. understands why certain areas of the world are more densely populated than others.
2. understands how the physical environment supports and constrains human activities.
3. understands how human activity affects the physical environment.
4. understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

## **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.1.2)**

1. identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.
2. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.
3. knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the names of his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).
4. knows possible consequences of the absence of government, rules, and laws.
5. knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.

#### **Standard 2:**

**The student understands the role of the citizen in American democracy. (SS.C.2.2)**

1. understands the importance of participation through community service, civic improvement, and political activities.

2. understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.
3. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).
4. knows examples of the extension of the privileges and responsibilities of citizenship.
5. knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

## **Economics**

#### **Standard 1:**

**The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.2)**

1. understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.
2. understands that scarcity of resources requires choices on many levels, from the individual to societal.
3. understands the basic concept of credit.
4. understands that any consumer (e.g., an individual, a household, or a government) has certain rights.
5. understands the concept of earning income and the basic concept of a budget.

#### **Standard 2:**

**The student understands the characteristics of different economic systems and institutions. (SS.D.2.2)**

1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.
2. understands the roles that money plays in a market economy.
3. understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.
4. knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.

# Foreign Languages

## Communication

### Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.2)

1. expresses likes or dislikes regarding various objects, categories, people, and events present in the everyday environment.
2. exchanges information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts).
3. recognizes and appropriately uses oral syntax (grouping of words into sentences and phrases) and inflection in the spoken target language.

### Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.2)

1. gives and understands written and verbal instructions, using known verbal patterns in the target language.
2. answers or formulates questions about a variety of media experiences produced in the target language (e.g., video, radio, television, songs, or computer programs).
3. organizes information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts).
4. listens and reads in the target language for leisure and personal enrichment (e.g., listens to, reads, or views age-appropriate stories, plays, poems, films, or visual works of art).
5. comprehends and responds to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary.
6. compares and contrasts age-appropriate target-language records, films, and TV programs.
7. recognizes the multiple ways in which an idea may be expressed in the target language and uses them appropriately.

### Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.2)

1. describes important people (e.g., family members and friends) and objects present in his or her everyday environment and in school.
2. provides information in spoken or written form on a variety of topics of popular and cultural interest (provides, e.g., descriptions, expressions of opinion, appreciation, and analysis).
3. gives responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.

## 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.1.2)

1. recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing).
2. identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.
3. experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).

## Connections

### Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.2)

1. participates in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures).
2. uses target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations).

## Standard 2:

The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.2)

1. uses information from a story being studied in the target language and connects elements from the story (e.g., color symbolism, geographical setting, and genre\* characteristics) to similar life situations. *\*genre: a category of artistic composition, marked by a distinctive style, form, or content (American Heritage Dictionary, 2nd ed., Boston: Houghton Mifflin, 1991, p. 53).*
2. accesses information from a skit or play in the target language that is only available in the target culture.
3. expresses knowledge of real objects and media intended for same-age native speakers in the target language and identifies the major elements of the source material (e.g., what it is, why peers use it, and where it might be found).
4. restates and shares information acquired from written texts in the context of a group discussion.

## 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.1.2)

1. identifies examples and understands the significance of true and false cognates (i.e., words derived from a common original form).
2. recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written 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.2.2)

1. distinguishes the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.
2. recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).
3. recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.

## Experiences

### Standard 1:

The student uses the language within and beyond the school setting. (FL.E.1.2)

1. knows that many people in the United States use languages other than English on a daily basis.
2. demonstrates an awareness of employment possibilities (and other applications) for those who are able to master the target language



## Dance

### Skills and Techniques

#### Standard 1:

The student identifies and demonstrates movement elements in performing dance. (DA.A.1.2)

1. uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery).
2. knows dance steps, positions, and patterns from various dance forms or traditions (e.g., ethnic, modern, and ballet).
3. uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space.

#### Standard 2:

The student understands choreographic principles, processes, and structures. (DA.A.2.2)

1. explores the use of basic choreographic principles (e.g., transition and dynamic change).
2. creates structured improvisations of dance movements in a variety of groupings.

- creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats it, and varies it (e.g., makes changes in time, space, and force/energy).
- works with others using partnering skills such as imitating, leading, following, and mirroring.

## Creation and Communication

### Standard 1:

The student understands dance is a way to create meaning. (DA.B.1.2)

- knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique.
- performs movement sequences to various accompaniments (e.g., sound, music, and spoken text), demonstrating their effect.
- creates a dance that communicates experiences and ideas of personal significance.

## Cultural and Historical Connections

### Standard 1:

The student demonstrates and understands dance in various cultures and historical periods. (DA.C.1.2)

- knows the traditions and techniques (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures and time periods.
- performs folk, social, and classical dances from various cultures.
- understands the role of dance in different cultures.

## Aesthetic and Critical Analysis

### Standard 1:

The student applies and demonstrates critical and creative thinking skills in dance. (DA.D.1.2)

- understands how individual solutions to movement problems are based on personal choices.
- understands similarities and differences among various dance compositions in terms of space, time, and force.
- knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast).

## Applications to Life

### Standard 1:

The student makes connections between dance and healthful living. (DA.E.1.2)

- creates personal improvement goals in dance and uses problem-solving techniques to achieve goals.
- knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination).
- understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance.

### Standard 2:

The student makes connections between dance and other disciplines. (DA.E.2.2)

- creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms such as ABA).

# Music

## Skills and Techniques

### Standard 1:

The student sings, alone and with others, a varied repertoire of music. (MU.A.1.2)

- sings songs (e.g., descants, rounds, partner songs, two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.
- sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).
- uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation).
- blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

### Standard 2:

The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.2)

- independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards,

barred instruments, and autoharps) with appropriate instrumental techniques.

2. performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).
3. performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor.
4. performs simple music phrases by ear.

### **Standard 3:**

**The student reads and notates music. (MU.A.3.2)**

1. sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys.
2. accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.
3. writes notation for simple melodic patterns that have been performed by someone else.

## **Creation and Communication**

### **Standard 1:**

**The student improvises melodies, variations, and accompaniments. (MU.B.1.2)**

1. improvises “musical answers” (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.
2. improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.

### **Standard 2:**

**The student composes and arranges music within specific guidelines. (MU.B.2.2)**

1. knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.
2. understands how composed music communicates text, ideas, meanings, and emotion.

## **Cultural and Historical Connections**

### **Standard 1:**

**The student understands music in relation to culture and history. (MU.C.1.2)**

1. knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi).
2. describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world.
3. understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).
4. knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.

## **Aesthetic and Critical Analysis**

### **Standard 1:**

**The student listens to, analyzes, and describes music. (MU.D.1.2)**

1. knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).
2. identifies instruments and their “families” (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).
3. uses perceptual skills and appropriate terminology to describe aural examples of diverse music.

### **Standard 2:**

**The student evaluates music and music performance. (MU.D.2.2)**

1. knows how to devise simple criteria to evaluate performances and compositions.
2. uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others’ performances.

## Applications to Life

### Standard 1:

The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.2)

1. knows similarities and differences in artistic vocabulary.
2. understands the relationship between music and other subjects (e.g., between folk songs and historical events).

### Standard 2:

The student understands the relationship between music and the world beyond the school setting. (MU.E.2.2)

1. knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).
2. knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades).
3. understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.
4. understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).

# Theatre

## Skills and Techniques

### Standard 1:

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.2)

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).

### Standard 2:

The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.2)

1. communicates directing choices to actors in improvised and scripted scenes.
2. collaborates with actors to modify scripts for character motivation.

### Standard 3:

The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.2)

1. understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and in formal play productions.
2. creates an environment (e.g., with scenery, props, sound effects, and costumes) to communicate locale and mood.

## Creation and Communication

### Standard 1:

The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.2)

1. knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.

## 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.1.2)

1. understands how cultural influences are expressed in the portrayal of characters and themes through the dramatic media chosen.
2. understands how theatre is an interpretation of actual events in history and everyday life.
3. understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.

## 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.1.2)

1. knows how theatre uses visual elements (e.g., set design and costuming), sound (e.g., sound effects and vocal inflection), and movement (e.g., staging and character portrayal) to communicate.
2. understands the similarities and differences between real life and the theatre's representation of life (e.g., the meaning of the concept, "willing suspension of disbelief").

3. uses theatre terms when evaluating a performance.
4. articulates emotional responses to the whole, as well as parts of, dramatic performances.

## Applications to Life

### Standard 1:

The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.2)

1. understands the emotional and social impact of theatre, film, and television on an individual's life and community and in other cultures.
2. understands the artistic characteristics of various media (e.g., theatre, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media.
3. understands theatre as a social function and theatre etiquette as the responsibility of the audience.
4. collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).

# Visual Arts

## Skills and Techniques

### Standard 1:

The student understands and applies media, techniques, and processes. (VA.A.1.2)

1. uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
2. uses control in handling tools and materials in a safe and responsible manner.
3. knows the effects and functions of using various organizational elements and principles of design when creating works of art.
4. uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

## 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.1.2)

1. understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.
2. understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.
3. knows how to identify the intentions of those creating works of art.
4. uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

## Cultural and Historical Connections

### Standard 1:

The student understands the visual arts in relation to history and culture. (VA.C.1.2)

1. understands the similarities and differences in works of art from a variety of sources.
2. understands how artists have used visual languages and symbol systems through time and across cultures.

## Aesthetic and Critical Analysis

### Standard 1:

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.2)

1. develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.
2. uses different approaches to respond to and to judge various works of art.
3. understands perceived similarities and differences among different genres of art.

## Applications to Life

### Standard 1:

The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.2)

1. understands the influence of artists on the quality of everyday life.
2. knows the types of tasks performed by various artists and some of the required training.
3. understands the similarities and differences and the various contributions of galleries, studios, and museums.

# Health Education & Physical Education

## Health Education

### Health Literacy

#### Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.2)

1. understands the functions of human body systems.
2. knows how personal health behaviors influence individual well-being.
3. knows the indicators of physical, mental, emotional, and social health during childhood.
4. understands how the family influences personal health.
5. knows the ways in which the environment impacts health.
6. knows the most common health problems of children.
7. knows why health problems should be detected and treated early.
8. knows how childhood injuries and illnesses can be prevented and treated.
9. knows why illegal drugs should not be used and the consequences of their use.
10. knows the nutritional values of different foods.

#### Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.2)

1. knows the characteristics of valid health information, products, and services.
2. knows how to locate resources from home, school, and community that provide valid health information.
3. knows how the media influence the selection of health information, products, and services.
4. knows criteria for selecting health resources, products, and services.

5. knows of the availability of stress-management resources in the home, school, and community and has access to them.

## Responsible Health Behavior

#### Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.2)

1. knows the importance of assuming responsibility for personal health habits.
2. compares behaviors that are safe to those that are risky or harmful.
3. knows and uses stress-management skills.
4. uses strategies for improving or maintaining personal health.
5. knows strategies for avoiding threatening or abusive situations.
6. knows and practices basic techniques for medical emergencies.

#### Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.2)

1. knows how the media influence thoughts and feelings about health behavior.
2. understands how information from school and family influences personal health behaviors.
3. knows the ways in which technology can influence personal health.
4. understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).

#### Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.2)

1. understands the relationship between verbal and nonverbal communication (e.g., body language).
2. knows the skills needed to be a responsible friend and family member (e.g., communication and sharing).
3. knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).
4. knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).
5. exhibits attentive listening skills to enhance interpersonal communication.
6. knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).

7. knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passivity vs. action).
8. knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).

## Advocate and Promote Healthy Living

### Standard 1:

The student knows how to use goal-setting and decision-making skills which enhance health. (HE.C.1.2)

1. knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products).
2. knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).
3. knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy).
4. knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).

### Standard 2:

The student knows how to advocate for personal, family, and community health. (HE.C.2.2)

1. knows various methods for communicating health information and ideas (e.g., through oral or written reports).
2. knows ways to effectively express feelings and opinions on health issues.
3. knows the community agencies that advocate healthy individuals, families, and communities (e.g., health department and volunteer agencies).
4. knows how to positively influence others to make positive choices.
5. knows various ways individuals and groups can work together.
6. knows how to enlist family, school, and community helpers to aid in achieving health goals.

# 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.1.2)

1. knows various techniques for throwing or catching different objects.
2. knows how to design and modify sequences that show changes in direction and speed.
3. knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.
4. understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.
5. knows how to create, explore, and devise game strategies.

### 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.2.2)

1. recognizes the proper techniques of performing an overhand throw.
2. understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics.
3. knows the reasons that appropriate practice improves performance.

### Standard 3:

The student analyzes the benefits of regular participation in physical activity. (PE.A.3.2)

1. describes healthful benefits that result from regular participation in vigorous physical activity.
2. understands how a healthy body contributes to positive self-concepts.
3. knows the opportunities in the school and community for regular participation in physical activity.
4. selects and participates regularly in physical activities for the purpose of improving skill and health.

## Responsible Physical Activity Behaviors

### Standard 1:

The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.2)

1. knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance.
2. knows activities that promote a faster heart rate.
3. knows how proper stretching increases

flexibility and understands why flexibility is important.

4. knows how exercise helps control obesity.
5. understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.

### **Standard 2:**

**The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.2)**

1. knows potential risks associated with physical activities.
2. applies and follows rules while playing sports and games.
3. knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

## **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.1.2)**

1. recognizes the differences and similarities in the physical activity choices of others.
2. knows how to perform games and/or dances from a variety of cultures.

### **Standard 2:**

**The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.2)**

1. identifies physical activities that contribute to personal feelings of joy.
2. knows the positive benefits of exercising at home.
3. designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.





FLORIDA DEPARTMENT OF  
**EDUCATION**

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