



# Prekindergarten Disabilities: Age 0-2 (#7650030)

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**Course Number:** 7650030  
**Course Path:** **Section:** Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Prekindergarten >  
**Abbreviated Title:** PK DISABS: 0-2  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved  
**Grade Level(s):** PreK

## GENERAL NOTES

### Purpose

The purpose of this course is to enable infants and toddlers with disabilities to acquire and apply developmentally appropriate skills in natural environments. Specific course content must include outcomes identified by the Individualized Family Support Plan (IFSP) team.

### Concepts/Content

#### Physical Development

The rapid growth of infants and toddlers that takes place during this period involves the development of strength, balance, and coordination. A child's needs for physical support and intervention vary according to their specific motor delays and disabilities, with the ultimate goal being that the child can move as independently as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture.

Positioning and handling refers to the way adults physically interact with the young child, such as picking up, holding, carrying, and lying down. Optimal positioning ensures that the child functions as independently as possible. Positioning equipment and adaptive tools are prescribed and monitored by a licensed occupational or physical therapist.

Gross Motor Development (refinement and coordination of large muscle movements)

1. Gain strength and control in supine (back) and prone (stomach) positions.
2. Gain control needed to remain stable during transitional movements, such as raising hands to be lifted, rolling over, or keeping neck stable when being lifted.
3. Gain balance and control needed to maintain a sitting position independently.
4. Gain balance and control needed to maintain a standing position independently.
5. Gain balance and control needed to walk independently.
6. Gain balance and control needed to use adaptive equipment, such as wheelchairs, walkers, and scooter boards, for independent exploration of the environment.

Fine Motor Development (refinement and coordination of small muscle movements)

7. Gain strength and control needed to reach for an object.
8. Gain strength and control needed to grasp an object.
9. Gain strength and control needed to release an object.
10. Gain strength and control needed to manipulate an object.
11. Gain strength and control needed for bilateral (both hands) coordination of objects.
12. Gain control and coordination needed for use of utensils, toys, and tools, such as spoon, crayon, and shovel.

Self-Help/Health

13. Gain oral motor control needed to establish basic feeding skills, such as sucking, swallowing, chewing, and biting.
14. Gain skills needed to eat independently, such as holding a bottle, grasping finger foods, using utensils, and drinking from cup.
15. Cooperate with dressing and undressing routines, such as lifting arms and raising foot.
16. Gain skills needed to undress and dress self as independently as possible.
17. Cooperate with grooming routines, such as bathing, washing hands, brushing teeth, and wiping nose.
18. Gain skill needed to groom self as independently as possible, such as washing and drying hands and wiping own nose.
19. Cooperate with toileting routines, such as allowing diaper to be changed, indicating awareness of diaper being wet or dry, and sitting on toilet when asked.
20. Gain skills needed to participate in toileting, such as indicating the need to use the toilet and using the toilet when placed on the seat.
21. Gain skills required to indicate physical needs, such as hunger, thirst, pain, and tiredness.

#### Approaches to Learning

This section describes children's attitudes and dispositions toward learning, rather than specific content knowledge. Children's approaches to learning are highly dependent on the quality and quantity of interactions with supportive adults. Children benefit from participating in learning positive environments that provide a variety of sensory experiences, access to developmentally appropriate toys and materials, and multiple opportunities for exploration.

Children's individual needs vary as a result of specific delays and the effect of their disability. In structuring the environment, considerations should be given to providing

multiple ways to engage children and ensure access to a variety of toys and materials at different developmental levels. Individual supports may include adaptive toys, such as switch-activated for children with physical impairments. For children with sensory needs, supports can be provided in toys with auditory, visual, or tactile stimulation. Teachers may use physical, visual, and verbal cues, along with predictable schedules and routines, to provide environmental support.

#### Eagerness and Curiosity

22. Show awareness and interest in materials, objects, people, and sounds in the environment.
23. Explore objects to see how they work (dumping things out of containers, spinning wheels on a car, turning a switch on and off).
24. Display interest in what others are doing, and attempts to join in activities (wanting to help with chore, trying a new toy).

#### Persistence

25. Repeat actions and behaviors that are pleasurable, get needs met, or get desired results, such as swatting a mobile, crying until they get attention, and trying multiple times to take first step.
26. Gradually increase attention to a particular activity, person, or object, such as having the same book reread and trying various shapes in a shape sorter until they fit.
27. Begin to ask for help when assistance is needed, such as when buttoning and tying shoes.

#### Creativity and Inventiveness

28. Show excitement in a variety of ways, such as bouncing when music is played and making sounds.
29. React to music, stories, rhymes and finger plays by stomping feet, making up movements to songs, and changing tone of voice.
30. Imitate others and reenact familiar roles, such as pretending to be an animal and pretending to drive.
31. Explore toys and materials in new ways, such as using play dough to make a snake and banging on pots and pans as drums.

#### Social and Emotional Development

Social and emotional development provides the foundation upon which infants can move into toddlerhood ready to use their increasing motor, language, and cognitive skills with confidence. Through relationships and healthy attachments with adults and other children, young children can develop the capacity to express what they are thinking, feeling, and learning.

For children with social and emotional delays, instructional strategies may include the use of frequent reinforcement, facilitated play, adult and peer modeling, social scripts, and individualized behavioral intervention. Collaboration among teacher, family, and service providers is essential for supporting social, emotional, and behavioral growth in children.

#### Trust and Emotional Security

32. **Respond to caregiver's touch and sound.**
33. Attend to familiar adults through eye contact, touch, and sounds.
34. Recognize familiar adults, such as by smiling, cooing, and showing excitement.
35. Attempt to gain attention of others by making sounds, smiling, or making eye contact.
36. Accept brief separation from caregiver.
37. Form and maintain secure relationships with others, such as by seeking help from or showing empathy for others.

#### Social Relationships

38. Observe peers during play and other group activities.
39. Respond to initiations of other children such as smiling when children approach and waving hello.
40. Imitate peers during play and other group activities.
41. Engage in parallel play, such as playing side by side with a peer.
42. Initiate interactions with peers, such as asking a friend to play and taking a friend by the hand.
43. Engage in reciprocal play with peers, such as sharing and taking turns.
44. Form and maintain early friendships, such as calling a friend by name and showing a preference for a particular peer.

#### Self-Regulation

45. Calm when held, cuddled, or fed.
46. Soothe self with bottle, pacifier, or toy.
47. **Be comforted by a person's voice.**
48. Gradually increase ability to wait for a desired object or activity.

#### Self-Concept

49. Respond to own name.
50. Respond to mirror image of self.
51. Assert self, such as by saying no, stating preferences for people or activities, and wanting to do something independently.
52. **Show ownership of objects, such as by saying "mine!" and refusing to share.**
53. Express feelings and emotions, such as pleasure, interest, surprise, excitement, and complaints, both verbally and nonverbally.
54. **Show pride in accomplishments, such as by saying, "Watch me!" "I did it!" and clapping.**

#### Language and Communication

Language and communication are critical to children's ability to learn, work, and play with others. Children communicate in a variety of ways, including eye gaze, gestures, sounds, and words. Children begin to understand language conveyed through facial expressions, gestures, pictures, and words. It is imperative that children of all ability levels are exposed to language-rich environments.

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

#### Listening and Understanding

55. Respond to voices, facial expressions, and gestures of others.
56. Respond to simple questions and requests, such as "Do you want up?" "Give me your...," and "Show me your nose."
57. Respond to words intended to inhibit behavior, such as "stop," "wait," and "get down."

#### Communicating and Speaking

58. Use sounds and gestures consistently as signals for hunger, distress, or attention, such as crying, cooing, babbling.
59. Engage in reciprocal communication, such as imitating sounds and playing peek-a-boo.
60. Associate gestures and sounds with actions, objects, and people, such as pointing and pulling, and saying mama, dada, and out.
61. Say basic words or use specific gestures to communicate needs and wants, such as waving bye-bye and saying juice, no, and truck.
62. Use two- and three-word combinations to communicate a variety of wants and needs.
63. Engage in basic conversation, such as asking questions, answering questions, and commenting.
64. Begin to use increasingly complex vocabulary and grammar in context.

#### Emergent Reading

65. Attend to a short book, nursery rhyme, or song, such as This Little Piggy, Wheels on the Bus, and Where is Thumbkin?
66. Look at pictures in a book.
67. Hold a book and turn pages.
68. **Pat or point to pictures in a book when requested, such as "Show me the dog."**
69. Join in a nursery rhyme or predictable story, such as Brown Bear, Brown Bear.
70. Request to be read to by bringing book to adult or holding a favorite book.

#### Early Writing

71. Use writing or drawing tools to make scribbles.
72. Make purposeful marks on paper, such as lines, circles, and smiley faces.
73. Use scribbles, marks, and drawings to convey messages, such as verbally identifying what they draw and pretending to write a note.

#### Cognitive Development

Cognition involves receiving, processing, and organizing information perceived through the senses and using the information appropriately. Play is the primary means through which young children build their cognitive abilities. Play should reflect the developmental level of children and facilitated by the adults around them. Cognitive skills provide the foundation for developing academic skills.

#### Exploration and Discovery

74. Explore objects and people using multiple senses, such as reaching to touch and putting in mouth.
75. Explore objects using multiple schemes, such as first exploring, the repeating patterns of behaviors that are more deliberate and purposeful.
76. Use objects in a purposeful way, such as stacking objects, pushing a car, and rolling a ball.
77. Combine objects in a variety of ways to engage in play, such as hammering pegs, putting sand in a bucket, and pulling toys in a wagon.
78. Combine a sequence of steps to complete a play activity, such as completing two- to four-piece puzzle, using a shapes sorter, and stringing beads.

#### Concept and Memory

79. Identify familiar people and objects, such as mother, pacifier, and favorite blanket.
80. Use objects according to their function, such as using a pacifier to soothe and pressing button to make music or mobile play.
81. Demonstrate differentiated responses to people and objects, such as responding differently to mother versus strangers, food and non-food, and favorite toys and non-preferred items.
82. **Recognize familiar routines and locations, such as bedtime routine, grandma's house, and location of preferred items.**
83. Imitate and later repeat words, gestures, and actions, such as waving bye-bye, playing chase, and pretending to talk on phone.

#### Problem Solving and Creativity

84. **Use a variety of methods to get an adult's attention to get needs met, such as making sounds, crying, throwing an item, tugging, and calling someone's name.**
85. Use multiple strategies to engage with people and objects in the environment, such as pointing, reaching, grabbing, and using words.
86. Demonstrate understanding of object permanence and persist in trying to obtain the object, such as knows toy is still there after being covered up.
87. Manipulate items to complete a task, such as stacking blocks, nesting cups, completing a simple puzzle or shape sorter.
88. Select tools appropriate for the task, such as spoon for eating, shovel for scooping, and tissue for wiping nose.
89. Engage in imaginative play, such as pretending to cook, wearing a pot as a hat, and banging on a bowl as a drum.

#### Notes

**This course is designed for infants and toddlers with disabilities who need intensive, individualized intervention to address the child's developmental needs and the family's concerns and priorities identified on the IFSP. The expectations of this course are aligned with the Florida Early Learning and Developmental Standards, Birth to Four Years recommended by the FDOE in 2010 and the Division of Early Childhood Recommended Practices (DEC, 2005).**

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

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

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

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

Johnston-Martin, N. M., Attermeier, S. M., & Hacker, B. J. (2004) The Carolina Curriculum for Infants and Toddlers with Special Needs. Baltimore: Paul H. Brookes.

## QUALIFICATIONS

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

- **Early Childhood Education (coverage only appropriate for appointments prior to July 1, 1998) with the Prekindergarten Handicapped Endorsement (no longer issued).**
- **Primary Education (Grades K-3) with the Prekindergarten Handicapped Endorsement (no longer issued).**

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

## Related Certifications

[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Prekindergarten Disabilities Endorsement](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Prekindergarten Disabilities Endorsement](#)

[Prekindergarten Disabilities Endorsement Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Prekindergarten Disabilities Endorsement](#)

[Speech Correction \(Elementary and Secondary Grades K-12\) Plus Prekindergarten Disabilities Endorsement](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\) Plus Prekindergarten Disabilities Endorsement](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Prekindergarten Disabilities Endorsement](#)

[Prekindergarten Disabilities Endorsement Plus Hearing Impaired \(Grades K-12\)](#)

[Prekindergarten Disabilities Endorsement Plus Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Preschool Education \(Birth through Age 4\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#)

[Elementary Education \(Grades K-6\) Plus Prekindergarten Disabilities Endorsement](#)



# Prekindergarten Disabilities: Age 3-5 (#7650130)

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**Course Number:** 7650130  
**Course Path:** **Section:** Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Prekindergarten >  
**Abbreviated Title:** PK DISABS: 3-5  
**Course Length:** Year (Y)  
**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved  
**Grade Level(s):** PreK

## GENERAL NOTES

### Purpose

The purpose of this course is to enable children ages 3 to 5 years with disabilities to gain knowledge/skills in the areas of curriculum and learning, independent functioning, social and emotional development, and communication in preparation for kindergarten. Specific course content must include annual goals identified in the child's individual education plan (IEP).

### COURSE REQUIREMENTS

#### Curriculum and Learning

Cognition involves receiving, processing, and organizing information perceived through the senses and using the information appropriately. Play is the primary means through which young children build their cognitive abilities. Play should reflect the developmental level of children and be facilitated by the adults around them. Cognitive skills provide the foundation for developing academic skills.

This section addresses children's attitudes and dispositions toward learning, rather than specific content knowledge. Children's approaches to learning are highly dependent on the quality and frequency of interactions with supportive adults.

#### Approaches to Learning

1. Actively engage with peers and adults, materials, objects, and activities using specialized equipment or assistive technology, as needed.
2. Sustain attention for brief periods and find help when needed.
3. Use appropriate verbal, visual, or physical responses to demonstrate mastery of skills.
4. Respond to play, social interactions, and communicative exchanges.
5. Initiate play, social interactions, and communicative exchanges.
6. Plan, carry out, and reflect upon an activity using verbal or alternate means of communication.
7. Use alternate solutions to complete a task, when necessary
8. Attain, maintain and generalize necessary skills with practice and support.

#### Cognitive Development and General Knowledge

9. Develop mathematical thinking skills by using concrete representations and hands-on sensory activities.
  - 9.01. Demonstrate beginning ability to compare and contrast objects and actions.
  - 9.02. Demonstrate interest in mathematical problem solving, such as playing with shapes and number puzzles, and noticing when someone is missing from circle time.
  - 9.03. Engage in activities that involve measurement, such as using a shoelace or paper clip to measure length.
  - 9.04. Recognize some geometric shapes.
  - 9.05. Show beginning understanding of spatial relationships and position words.
  - 9.06. Identify numbers and count objects with one-to-one correspondence to 10.
  - 9.07. Sort objects into groups by one characteristic.
  - 9.08. Demonstrate understanding of one-to-one correspondence.
  - 9.09. Show understanding by participating in the comparison of quantities, such as by identifying which set has more/less and which set is larger/smaller.
  - 9.010. Show understanding of how to count and construct sets, such as by counting using one-to-one correspondence and putting objects together in sets.
10. Develop scientific thinking skills, such as observing and asking questions, using tools for investigation, and comparing objects and living things.
  - 10.01 Begin to compare objects, such as by noticing that some children have the same color clothing or blocks are big and little.
  - 10.02 Begin to use simple tools for observing and investigating, such as magnifying glass, magnet, or scales for weight.
  - 10.03 Use senses to collect information through observation and exploration.
  - 10.04 Demonstrate the use of simple tools and equipment for investigating.
  - 10.05 Examine objects and make comparisons by telling how they are the same or different.
  - 10.06 Explore the physical properties of objects/matter and living things, such as heavy versus light, melting ice, tastes—sweet/salt/bitter, or making gelatin.
  - 10.07 Explore growth and change of living things, such as caterpillars become butterflies and seed becomes a plant.
  - 10.08 Identify the properties of living and non-living things, such as saying that a cat moves but a rock does not, or a dog eats, but a ball does not.

- 10.09 Identify and explore the five senses and each of their functions.
- 10.10 Explore and begin to recognize changes in the outdoor environment, such as weather.
- 10.11 Demonstrate environmental awareness and responsibilities, such as reduce, reuse, and recycle.

11. Develop social studies skills, such as recognizing and understanding individual development; people, places and environment; social roles and jobs; and civic ideals and practices.

- 11.01 Begin to recognize and appreciate similarities and differences in people.
- 11.02 Begin to understand family characteristics, roles, and functions.
- 11.03 Follows class and school rules consistently.
- 11.04 Demonstrate awareness of their class, school, and home environment.
- 11.05 Show awareness of social roles and jobs that people do.
- 11.06 Demonstrate an awareness of geographic thinking, such as looking at simple maps and diagrams, playing games that involve directionality, or noticing landmarks within a neighborhood.
- 11.07 Show awareness of technology in the world, such as using a digital camera to take pictures, talking about how food gets to the cafeteria, and recording sounds into a digital recorder.
- 11.08 Begin to understand and take on leadership roles.

12. Develop creative expression through the areas of visual arts, music, creative movement and dance, and dramatic play.

- 12.01 Explore visual arts, music, creative movement, dance, and dramatic play.
- 12.02 Create visual arts, music, creative movement, dance, and dramatic play to communicate an idea.
- 12.03 Discuss and respond to the feelings caused by visual arts, music, creative movement, dance, and dramatic play.

### **Emergent Literacy**

Use hands-on, multisensory activities, and assistive technology to increase interactions with literacy. Please see the communication section for listening and understanding skills.

13. Develop emergent literacy skills that include the knowledge, understanding, and skills that form the basis for later reading and writing.

#### Emergent Reading

- 13.01 Show an appreciation and enjoyment of reading.
- 13.02 Demonstrate beginning phonological awareness, such as identifying same or different environmental sounds, playing rhyming games during circle time, and singing songs that leave out a sound (B-I-N-G-O).
- 13.03 Begins to demonstrate recognition of letters and symbols such as picking out an 'A', saying their name begins with a 'T', that is a number 2.
- 13.04 Demonstrate comprehension and respond to stories, such as using pictures to describe actions and what comes next in a familiar story.
- 13.05 Show motivation for reading by requesting that a book be read or picking up a book and looking at a picture.
- 13.06 Show phonological awareness, such as placing one block for one word spoken by the teacher, singing poems or nursery rhymes; generate rhyming words, and recognizing the initial sounds in words.
- 13.07 Show alphabetic knowledge by recognizing at least ten letters and showing understanding that letters have meaning (the letters in my name).
- 13.08 Demonstrate comprehension of text read aloud, such as by answering questions about the story, predicting when might happen next, and proposing a new title.

#### Emergent Writing

- 13.09 Use scribbles, marks, and drawings to convey messages.
- 13.10 Begin to use play, pictures, and writing to express ideas.
- 13.011 Show beginning writing skills by making letter-like shapes and scribbles to write.
- 13.012 Use scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas.
- 13.013 Show motivation to engage in written expression, such as pretending to write a shopping list, writing name, and labeling belongings.
- 13.014 Demonstrate ability to write letters.
- 13.015 Demonstrate knowledge of purposes, functions, and structure of written composition, such as dictating a story, writing a plan, knowing a letter starts with "Dear", and having a clear beginning and ending of story.

### **Independent Functioning**

Physical development and overall good health is the foundation of every aspect of child development and learning. The rapid growth for prekindergarten children that takes place during this period involves the development of strength, balance, and coordination.

Children's needs for physical support and intervention vary according to their specific motor delays and disabilities, with the ultimate goal being that the child can move as independently as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture.

Special tools, equipment, adaptations, and modifications may be necessary to ensure access and participation, such as adaptive writing tools, adaptive tricycles, use of computers, adaptations to clothing, and task analysis cards.

#### Gross Motor Development

- 14. Demonstrate increasing motor control and balance.
- 15. Demonstrate the ability to combine movements for gross motor skills through free play activities and structured, planned activities, such as climbing a ladder or walking down stairs.
- 16. Navigate the school environment, such as walking to the playground and cafeteria and getting on and off the bus.

#### Fine Motor Development

- 17. Demonstrate increasing control of small motor muscles to perform simple tasks.
- 18. Show beginning control of writing by using various drawing and art tools with increasing coordination.
- 19. Use eye-hand coordination to perform fine motor tasks, such as stringing beads, completing puzzles, using pegboards.

#### Self-Help and Health

- 20. Actively participate in self-care, basic health, and safety routines, such as toileting, hand washing, dressing, and classroom routines.
- 21. Demonstrate the ability to follow self-care, basic health, and safety routines with increasing independence, such as making healthy food choices.
- 22. Help carry out classroom routines, such as helping pass out snacks, holding the door, and helping clean-up.

## **Social and Emotional**

Social and emotional readiness is critical to a child's successful kindergarten transition, early school success, and later well being. Through relationships and healthy attachments, young children can develop the capacity to express what they are thinking, feeling, and learning.

For children with social and emotional delays, instructional strategies may include frequent reinforcement, facilitated play, adult and peer modeling, social stories, and positive behavior support plans. Collaboration among teacher, family, and other educational providers is essential for supporting social, emotional, and behavioral growth.

### Self Regulation

23. Begin to use materials with increasing care and safety.
24. Adapt to transitions in the class schedule with support.
25. Follow simple rules and routines in the class schedule with support.
26. Show developing ability to solve social problems with support from familiar adults.
27. Use materials with increasing care and safety.
28. Adapt to transitions in the class schedule with increasing independence.
29. Follow rules, expectations, and familiar routines, with teacher support and multiple experiences over time.
30. Demonstrate growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment.
31. Begin to recognize, then internally manage and regulate the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

### Relationships (Self, Peer, Adult)

32. Demonstrates positive relationships and interacts comfortably with familiar adults.
33. Interact with and develop positive relationships with peers.
34. Join in group activities and experiences in the early learning environment.
35. Show care and concern for others.
36. Develop special friendships.
37. Show increasing confidence in own abilities, such as "I did it!" and "Watch me!"

### Social Problem Solving

38. Use a problem solving approach, such as turn taking, sharing, and conflict resolution with fading prompts from familiar adults.
39. Develop an initial understanding of bullying, with support from familiar adults.

## **Communication**

Language and communication are critical to children's ability to learn, work, and play with others. Children communicate in a variety of ways, including eye gaze, gestures, sounds, and words. Children learn the meaning of language through facial expressions, gestures, pictures, and words. It is imperative that children of all ability levels are exposed to language-rich environments.

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

### Communication Systems

40. Participates in opportunities for communication, such as circle time, using special or adaptive devices or processes to increase the level of communication or participation.
41. Use own communication system, such as alternative/augmentative communication, assistive device or sign language, or alternate means (eye gaze, pointing, choice of objects/pictures) to communicate and acquire information.

### Listening and Understanding

42. Use joint attention, turn-taking, and imitation (vocal and/or motor) skills.
43. Discriminate, recognize, and understand sounds and words, safety commands, and general daily routines, as well as information received through gestures, other nonverbal means, such as tone of voice.
44. Follow one- to multi-step directions in sequence with support, such as physical prompting, visual, or auditory cues.
45. Demonstrate understanding and recall information and stories by pointing to pictures, physical or verbal imitative behaviors, responding orally, or acting out songs and finger plays.

### Speaking

46. Effectively use nonverbal language, such as personal space, eye contact, gestures, and posture.
47. Communicate basic wants, needs, and ideas in a variety of situations with familiar adults, such as by reaching, pointing, giving, gestures, sign language, vocalization, one word and words in phrases or sentences.
48. Answer different types of questions, such as "wh" questions, yes/no, and open-ended questions.
49. Ask different types of questions for different purposes, such as request, inform, or greet.
50. Participate effectively in small and large group discussions.
51. Use speech or other means of communication that can be understood by adults and peers.

### Vocabulary

52. Show an understanding of words and their meanings, such as retrieving a requested object and pointing to an object.
53. Use expanded vocabulary for a variety of purposes, such as describing words, academic content words, and positional words.

### Conversation

54. Use joint attention and turn-taking skills when talking with others.
55. Use language for a variety of purposes, including greeting, informing, demanding, protesting, and requesting.
56. Initiate and participate in conversations with adults and peers.

- 57. Use simple rules of grammar to produce phrases and sentences.
- 58. Use increasingly complex phrases and sentences in conversation.

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

The expectations of this course are aligned with The Florida Early Learning and Developmental Standards for Four-Year-Olds (adopted by the SBE in 2011), which were a collaboration between Florida’s Office of Early Learning and the Department of Education (DOE). The expectations were also aligned with Florida Early Learning and Developmental Standards for Four-Year-Olds list of benchmarks and standards (2011), as well as Florida Early Learning and Developmental Standards Birth to Four Years (2010). Additional resources included Developmentally Appropriate Practice in Early Childhood Programs serving Children from Birth through Age 8, Third Edition by Carol Copple and Sue Bredekamp, editors (2009)(NAEYC), Building Blocks for Teaching Preschoolers with Special Needs, Second Edition?By Susan R. Sandall, Ph.D., University of Washington; & Ilene S. Schwartz, Ph.D., University of Washington, and the Division of Early Childhood Recommended Practices (DEC, 2005).

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

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

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

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

## QUALIFICATIONS

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

- **Early Childhood Education (coverage only appropriate for appointments prior to July 1, 1998) with the Prekindergarten Handicapped Endorsement (no longer issued).**
- **Primary Education (Grades K-3) with the Prekindergarten Handicapped Endorsement (no longer issued).**
- A Child Development Associate (CDA) or CDA equivalent, in accordance with Rule 6A-1.0502, Florida Administrative Code.
- If contracted in accordance with Rule 6A-6.0361, Florida Administrative Code, see Section 1 for specific information on exemptions to the endorsement(s).
- If children are served in an inclusive setting through a district-operated Headstart, Title I, Voluntary Prekindergarten Education or School Readiness Program, see Section 1.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Prekindergarten Disabilities Endorsement</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Prekindergarten Disabilities Endorsement</a>
<a href="#">Prekindergarten Disabilities Endorsement Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Prekindergarten Disabilities Endorsement</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12) Plus Prekindergarten Disabilities Endorsement</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12) Plus Prekindergarten Disabilities Endorsement</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Prekindergarten Disabilities Endorsement</a>
<a href="#">Prekindergarten Disabilities Endorsement Plus Hearing Impaired (Grades K-12)</a>
<a href="#">Prekindergarten Disabilities Endorsement Plus Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Preschool Education (Birth through Age 4)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a>
<a href="#">Elementary Education (Grades K-6) Plus Prekindergarten Disabilities Endorsement</a>



# Therapeutic Instructional Support: PK-5 (#7700010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7700010

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

**Abbreviated Title:** THRP INSTR SPT: PK-5

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

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

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

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

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

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

Special Note. None.

English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

After successfully completing this course, the student will:

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

## QUALIFICATIONS

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

Any field when certification reflects a bachelor or higher degree.

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

# Art: K-5 (#7701010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

The course was/will be terminated at the end of School Year 2018 - 2019

**Course Number:** 7701010

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

**Abbreviated Title:** ART: K-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required
- Highly Qualified Teacher (HQT) Required

**Course Status:** Terminated

## VERSION DESCRIPTION

Art K – 5 is an access course which is intended only for students with significant cognitive disabilities. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (participatory, supported, and independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

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

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">VA.1.C.1.1:</a>	Create and discuss works of art that convey personal interests.
<b>Related Access Points</b>	
Name	Description
<a href="#">VA.1.C.1.In.a:</a>	Create visual imagery and symbols to convey personal interests.
<a href="#">VA.1.C.1.Su.a:</a>	Explore visual imagery and symbols that convey personal interest.
<a href="#">VA.1.C.1.Pa.a:</a>	Attend to visual or tactile imagery and symbols that convey personal interest.
<a href="#">VA.1.C.1.2:</a>	Gather clues to help interpret and reflect on works of art.
<b>Related Access Points</b>	
Name	Description
<a href="#">VA.1.C.1.In.b:</a>	Create visual or tactile imagery and symbols to convey personal interests.
<a href="#">VA.1.C.1.Su.b:</a>	Explore visual or tactile imagery and symbols that convey personal interest.
<a href="#">VA.1.C.1.Pa.b:</a>	Attend to visual or tactile imagery and symbols that convey personal interest.
<a href="#">VA.1.C.2.1:</a>	Describe visual imagery used to complete artwork.
<b>Related Access Points</b>	

Name	Description
<a href="#">VA.1.C.2.In.a:</a>	Create visual imagery and symbols to complete artwork.
<a href="#">VA.1.C.2.Su.a:</a>	Explore visual imagery and symbols in artwork.
<a href="#">VA.1.C.2.Pa.a:</a>	Attend to visual or tactile imagery and symbols in artwork.

[VA.1.C.2.2:](#) Use various media or techniques to learn how changes affect the completed artwork.

#### Related Access Points

Name	Description
<a href="#">VA.1.C.2.In.b:</a>	Use various media or techniques to create artwork.
<a href="#">VA.1.C.2.Su.b:</a>	Explore various media or techniques used to create artwork.
<a href="#">VA.1.C.2.Pa.b:</a>	Attend to various media or techniques used to create artwork.

Identify vocabulary that is used in both visual art and other contexts.

[VA.1.C.3.1:](#)

**Remarks/Examples:**  
e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science

#### Related Access Points

Name	Description
<a href="#">VA.1.C.3.In.a:</a>	Recognize selected vocabulary common to art and other contexts.
<a href="#">VA.1.C.3.Su.a:</a>	Respond to selected vocabulary common to art and other contexts.
<a href="#">VA.1.C.3.Pa.a:</a>	Attend to selected vocabulary common to art and other contexts.

[VA.1.C.3.2:](#) Distinguish between artwork, utilitarian objects, and objects from nature.

#### Related Access Points

Name	Description
<a href="#">VA.1.C.3.In.b:</a>	Identify the purposes of selected artworks and utilitarian objects.
<a href="#">VA.1.C.3.Su.b:</a>	Recognize the function of selected artworks or utilitarian objects.
<a href="#">VA.1.C.3.Pa.b:</a>	Explore selected artworks and utilitarian objects.

[VA.1.F.1.1:](#) Use various art media and real or imaginary choices to create artwork.

[VA.1.F.1.2:](#) Identify how classmates solve artistic problems.

[VA.1.F.2.1:](#) Explain how artists impact the appearance of items for sale in stores.

#### Related Access Points

Name	Description
<a href="#">VA.1.F.2.In.a:</a>	Recognize that visual art is created by people and is used to attract attention.
<a href="#">VA.1.F.2.Su.a:</a>	Associate visual art with the environment and products.
<a href="#">VA.1.F.2.Pa.a:</a>	Explore sensory stimulation related to visual art in the environment.

[VA.1.F.3.1:](#) Describe the use of art to share community information.

#### Related Access Points

Name	Description
<a href="#">VA.1.F.3.In.a:</a>	Identify examples of visual art in the environment.
<a href="#">VA.1.F.3.Su.a:</a>	Recognize the use of visual art in the environment.
<a href="#">VA.1.F.3.Pa.a:</a>	Attend to visual art in the environment.

Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.

[VA.1.F.3.2:](#)

**Remarks/Examples:**  
e.g., set-up, clean-up, use of materials

#### Related Access Points

Name	Description
<a href="#">VA.1.F.3.In.b:</a>	Follow teacher directions and explore tasks related to visual art.
<a href="#">VA.1.F.3.Su.b:</a>	Follow teacher directions.
<a href="#">VA.1.F.3.Pa.b:</a>	Respond to teacher directions.

[VA.1.H.1.1:](#) Discuss how different works of art communicate information about a particular culture.

#### Related Access Points

Name	Description
<a href="#">VA.1.H.1.In.a:</a>	Recognize that visual art communicates information.
<a href="#">VA.1.H.1.Su.a:</a>	Respond to visual art from selected cultures and places.
<a href="#">VA.1.H.1.Pa.a:</a>	Explore a variety of visual art.

Discuss suitable behavior expected of audience members.

[VA.1.H.1.2:](#) **Remarks/Examples:**  
e.g., museum visits, artist presentations, school programs, assemblies

**Related Access Points**

Name	Description
<a href="#">VA.1.H.1.In.b:</a>	Follow directions for suitable behavior in an art audience.
<a href="#">VA.1.H.1.Su.b:</a>	Respond respectfully to the artwork of others.
<a href="#">VA.1.H.1.Pa.b:</a>	Attend respectfully to the artwork of others.

[VA.1.H.1.3:](#) Describe ways in which artists use their work to share knowledge and life experiences.

**Related Access Points**

Name	Description
<a href="#">VA.1.H.1.In.a:</a>	Recognize that visual art communicates information.
<a href="#">VA.1.H.1.Su.a:</a>	Respond to visual art from selected cultures and places.
<a href="#">VA.1.H.1.Pa.a:</a>	Explore a variety of visual art.

[VA.1.H.2.1:](#) Compare artworks from different cultures, created over time, to identify differences in style and media.

**Related Access Points**

Name	Description
<a href="#">VA.1.H.2.In.a:</a>	Identify the use of visual art in activities and environments.
<a href="#">VA.1.H.2.Su.a:</a>	Recognize the use of visual art in activities and environments.
<a href="#">VA.1.H.2.Pa.a:</a>	Explore a variety of visual art.

[VA.1.H.2.2:](#) Identify objects of art that are used every day for utilitarian purposes.

**Remarks/Examples:**  
e.g., plates, clothing, teapots

**Related Access Points**

Name	Description
<a href="#">VA.1.H.2.In.a:</a>	Identify the use of visual art in activities and environments.
<a href="#">VA.1.H.2.Su.a:</a>	Recognize the use of visual art in activities and environments.
<a href="#">VA.1.H.2.Pa.a:</a>	Explore a variety of visual art.

[VA.1.H.2.3:](#) Identify places in which artworks may be viewed by others.

**Remarks/Examples:**  
e.g., museums, schools, businesses

**Related Access Points**

Name	Description
<a href="#">VA.1.H.2.In.a:</a>	Identify the use of visual art in activities and environments.
<a href="#">VA.1.H.2.Su.a:</a>	Recognize the use of visual art in activities and environments.
<a href="#">VA.1.H.2.Pa.a:</a>	Explore a variety of visual art.

[VA.1.H.3.1:](#) Identify connections between visual art and other content areas.

**Remarks/Examples:**  
e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies

**Related Access Points**

Name	Description
<a href="#">VA.1.H.3.In.a:</a>	Recognize the use of patterns, line, or form to replace or enhance specified words or phrases.
<a href="#">VA.1.H.3.Su.a:</a>	Explore the use of patterns, line, or form to replace or enhance specified words or phrases.
<a href="#">VA.1.H.3.Pa.a:</a>	Attend to the use of patterns, line, or form in visual art.

[VA.1.O.1.1:](#) Identify and use the structural elements of art and organizational principles of design to support artistic development.

**Related Access Points**

Name	Description
<a href="#">VA.1.O.1.In.a:</a>	Explore the placement of the structural elements of art in personal works of art.
<a href="#">VA.1.O.1.Su.a:</a>	Explore basic structural elements of art.
<a href="#">VA.1.O.1.Pa.a:</a>	Explore a variety of visual art.

[VA.1.O.2.1:](#) Create imagery and symbols to express thoughts and feelings.

**Related Access Points**

Name	Description
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<a href="#">VA.1.O.2.In.a:</a>	Create imagery and symbols to document self-perception.
<a href="#">VA.1.O.2.Su.a:</a>	Explore imagery and symbols representing self and environment.
<a href="#">VA.1.O.2.Pa.a:</a>	Attend to images and symbols representing self and environment.

[VA.1.O.3.1:](#) Use personal symbols in artwork to document surroundings and community.

**Related Access Points**

Name	Description
<a href="#">VA.1.O.3.In.a:</a>	Create works of art to document self-perception.
<a href="#">VA.1.O.3.Su.a:</a>	Explore basic tools and media.
<a href="#">VA.1.O.3.Pa.a:</a>	Explore structural elements of art.

Experiment with art processes and media to express ideas.

[VA.1.S.1.1:](#) **Remarks/Examples:**  
e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive

**Related Access Points**

Name	Description
<a href="#">VA.1.S.1.In.a:</a>	Use a variety of visual art processes and media to express ideas.
<a href="#">VA.1.S.1.Su.a:</a>	Explore the use of visual art processes and media.
<a href="#">VA.1.S.1.Pa.a:</a>	Explore visual art media.

Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.

[VA.1.S.1.2:](#) **Remarks/Examples:**  
e.g., media-specific techniques

**Related Access Points**

Name	Description
<a href="#">VA.1.S.1.In.a:</a>	Use a variety of visual art processes and media to express ideas.
<a href="#">VA.1.S.1.Su.a:</a>	Explore the use of visual art processes and media.
<a href="#">VA.1.S.1.Pa.a:</a>	Explore visual art media.

[VA.1.S.1.3:](#) Create works of art to tell a personal story.

**Related Access Points**

Name	Description
<a href="#">VA.1.S.1.In.b:</a>	Create works of art to document self-perception.
<a href="#">VA.1.S.1.Su.a:</a>	Explore the use of visual art processes and media.
<a href="#">VA.1.S.1.Pa.a:</a>	Explore visual art media.

[VA.1.S.1.4:](#) Use accurate art vocabulary to communicate ideas about art.

**Related Access Points**

Name	Description
<a href="#">VA.1.S.1.In.c:</a>	Use selected art vocabulary to communicate about art.
<a href="#">VA.1.S.1.Su.b:</a>	Respond to selected art vocabulary.
<a href="#">VA.1.S.1.Pa.b:</a>	Attend to selected art vocabulary.

[VA.1.S.2.1:](#) Practice correct use of tools with various art media, techniques, and processes.

**Related Access Points**

Name	Description
<a href="#">VA.1.S.2.In.a:</a>	Use a variety of visual art tools and media.
<a href="#">VA.1.S.2.Su.a:</a>	Explore the use of visual art tools and media.
<a href="#">VA.1.S.2.Pa.a:</a>	Explore visual art media.

[VA.1.S.2.2:](#) Describe the steps used in art production.

**Related Access Points**

Name	Description
<a href="#">VA.1.S.2.In.a:</a>	Use a variety of visual art tools and media.
<a href="#">VA.1.S.2.Su.a:</a>	Explore the use of visual art tools and media.
<a href="#">VA.1.S.2.Pa.a:</a>	Explore visual art media.

Practice skills and techniques to create with two- and/or three-dimensional media.

[VA.1.S.3.1:](#) **Remarks/Examples:**  
e.g., eye-hand coordination, fine-motor skills

### Related Access Points

Name	Description
<a href="#">VA.1.S.3.In.a:</a>	Use a variety of visual art tools and media to create works of art.
<a href="#">VA.1.S.3.Su.a:</a>	Explore visual art tools and media.
<a href="#">VA.1.S.3.Pa.a:</a>	Explore visual art media.

[VA.1.S.3.2:](#)

Discuss the qualities of good craftsmanship.

### Related Access Points

Name	Description
<a href="#">VA.1.S.3.In.a:</a>	Use a variety of visual art tools and media to create works of art.
<a href="#">VA.1.S.3.Su.a:</a>	Explore visual art tools and media.
<a href="#">VA.1.S.3.Pa.a:</a>	Explore visual art media.

[VA.1.S.3.3:](#)

Demonstrate safety procedures for using art tools and materials.

### Related Access Points

Name	Description
<a href="#">VA.1.S.3.In.b:</a>	Imitate the safe use of visual art tools, media, techniques, and/or processes.
<a href="#">VA.1.S.3.Su.a:</a>	Explore visual art tools and media.
<a href="#">VA.1.S.3.Pa.a:</a>	Explore visual art media.

[VA.1.S.3.4:](#)

Identify and be respectful of artwork that belongs to others and represents their ideas.

**Remarks/Examples:**  
e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy

### Related Access Points

Name	Description
<a href="#">VA.1.S.3.In.a:</a>	Use a variety of visual art tools and media to create works of art.
<a href="#">VA.1.S.3.Su.a:</a>	Explore visual art tools and media.
<a href="#">VA.1.S.3.Pa.a:</a>	Explore visual art media.

[VA.2.C.1.1:](#)

Use the art-making process to communicate personal interests and self-expression.

### Related Access Points

Name	Description
<a href="#">VA.2.C.1.In.a:</a>	Use various media or techniques to communicate personal interests and self-expression.
<a href="#">VA.2.C.1.Su.a:</a>	Explore various media or techniques to communicate personal interests and self-expression.
<a href="#">VA.2.C.1.Pa.a:</a>	Attend to various media or techniques used to create artwork.

[VA.2.C.1.2:](#)

Reflect on and discuss various possible meanings in works of art.

### Related Access Points

Name	Description
<a href="#">VA.2.C.1.In.b:</a>	Identify various possible meanings in works of art.
<a href="#">VA.2.C.1.Su.b:</a>	Recognize various features in works of art.
<a href="#">VA.2.C.1.Pa.b:</a>	Attend to various features in works of art.

[VA.2.C.2.1:](#)

Use appropriate decision-making skills to meet intended artistic objectives.

### Related Access Points

Name	Description
<a href="#">VA.2.C.2.In.a:</a>	Use defined criteria to meet intended artistic objectives.
<a href="#">VA.2.C.2.Su.a:</a>	Use a teacher-selected criterion to meet intended artistic objectives.
<a href="#">VA.2.C.2.Pa.a:</a>	Explore various media or techniques used to create artwork.

[VA.2.C.2.2:](#)

Identify skillful techniques used in works by peers and others.

**Remarks/Examples:**  
e.g., painting, drawing, clay, collage, printmaking techniques

### Related Access Points

Name	Description
<a href="#">VA.2.C.2.In.b:</a>	Explore the use of skillful techniques in works by peers and others.
<a href="#">VA.2.C.2.Su.b:</a>	Explore the use of basic techniques in works by peers and others.
<a href="#">VA.2.C.2.Pa.b:</a>	Attend to basic techniques in works by peers and others.

[VA.2.C.2.3:](#)

Use suggestions from others to modify the structural elements of art.

### Related Access Points

Name	Description
<a href="#">VA.2.C.2.In.a:</a>	Use defined criteria to meet intended artistic objectives.
<a href="#">VA.2.C.2.Su.a:</a>	Use a teacher-selected criterion to meet intended artistic objectives.
<a href="#">VA.2.C.2.Pa.c:</a>	Explore various structural elements of art.

[VA.2.C.3.1:](#) Use accurate art vocabulary to identify connections among visual art and other contexts.

### Related Access Points

Name	Description
<a href="#">VA.2.C.3.In.a:</a>	Use selected vocabulary common to art and other contexts.
<a href="#">VA.2.C.3.Su.a:</a>	Respond to selected vocabulary common to art and other contexts.
<a href="#">VA.2.C.3.Pa.a:</a>	Attend to selected vocabulary common to art and other contexts.

[VA.2.C.3.2:](#) Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.

### Related Access Points

Name	Description
<a href="#">VA.2.C.3.In.b:</a>	Identify similarities and differences between artworks and utilitarian objects.
<a href="#">VA.2.C.3.Su.b:</a>	Recognize the function of a variety of artworks and utilitarian objects.
<a href="#">VA.2.C.3.Pa.b:</a>	Explore a variety of visual art and utilitarian objects.

[VA.2.F.1.1:](#) Use imagination to create unique artwork incorporating personal ideas and selected media.

[VA.2.F.1.2:](#) Explore the advantages of having multiple solutions to solve an artistic problem.

Identify work created by artists and designers.

[VA.2.F.2.1:](#)

**Remarks/Examples:**  
e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters

### Related Access Points

Name	Description
<a href="#">VA.2.F.2.In.a:</a>	Identify selected forms of visual art.
<a href="#">VA.2.F.2.Su.a:</a>	Recognize a selected form of visual art.
<a href="#">VA.2.F.2.Pa.a:</a>	Respond to visual art in the environment.

[VA.2.F.3.1:](#) Describe the use of art to promote events within the school or community.

### Related Access Points

Name	Description
<a href="#">VA.2.F.3.In.a:</a>	Recognize the purpose of visual art in the community.
<a href="#">VA.2.F.3.Su.a:</a>	Recognize that visual art is part of a variety of environments.
<a href="#">VA.2.F.3.Pa.a:</a>	Respond to visual art in the environment.

[VA.2.F.3.2:](#) Work with peers to complete a task in art.

### Related Access Points

Name	Description
<a href="#">VA.2.F.3.In.b:</a>	Complete one or more steps related to collaborative visual art projects.
<a href="#">VA.2.F.3.Su.b:</a>	Contribute to collaborative tasks related to visual art.
<a href="#">VA.2.F.3.Pa.b:</a>	Explore tasks related to visual art.

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

### Related Access Points

Name	Description
<a href="#">VA.2.F.3.In.b:</a>	Complete one or more steps related to collaborative visual art projects.
<a href="#">VA.2.F.3.Su.b:</a>	Contribute to collaborative tasks related to visual art.
<a href="#">VA.2.F.3.Pa.b:</a>	Explore tasks related to visual art.

[VA.2.H.1.1:](#) Identify examples in which artists have created works based on cultural and life experiences.

### Related Access Points

Name	Description
<a href="#">VA.2.H.1.In.a:</a>	Recognize similar themes in visual art from a variety of cultures and times.
<a href="#">VA.2.H.1.Su.a:</a>	Recognize that visual art communicates information about culture or times.
<a href="#">VA.2.H.1.Pa.a:</a>	Explore visual art from a variety of cultures and times.

[VA.2.H.1.2:](#) Distinguish between appropriate and inappropriate audience behavior.

### Related Access Points

Name	Description
<a href="#">VA.2.H.1.In.b:</a>	Practice specified procedures and audience etiquette.
<a href="#">VA.2.H.1.Su.b:</a>	Imitate a specified element of audience etiquette to respond to artworks.
<a href="#">VA.2.H.1.Pa.b:</a>	Respond to artwork.

[VA.2.H.2.1:](#)

Identify differences or similarities in artworks across time and culture.

### Related Access Points

Name	Description
<a href="#">VA.2.H.2.In.a:</a>	Recognize differences or similarities in artworks across time and culture.
<a href="#">VA.2.H.2.Su.a:</a>	Respond to the visual art of diverse cultures and historical periods.
<a href="#">VA.2.H.2.Pa.a:</a>	Explore the visual art of diverse cultures and historical periods.

[VA.2.H.2.2:](#)

Identify objects from everyday life that have been designed and created using artistic skills.

<b>Remarks/Examples:</b> e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
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### Related Access Points

Name	Description
<a href="#">VA.2.H.2.In.b:</a>	Identify the use of visual art in daily life.
<a href="#">VA.2.H.2.Su.b:</a>	Connect visual art examples with their function.
<a href="#">VA.2.H.2.Pa.b:</a>	Associate a visual art example with its function.

[VA.2.H.2.3:](#)

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

### Related Access Points

Name	Description
<a href="#">VA.2.H.2.In.b:</a>	Identify the use of visual art in daily life.
<a href="#">VA.2.H.2.Su.b:</a>	Connect visual art examples with their function.
<a href="#">VA.2.H.2.Pa.b:</a>	Associate a visual art example with its function.

[VA.2.H.3.1:](#)

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

<b>Remarks/Examples:</b> e.g., shapes and math, color mixing and science
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### Related Access Points

Name	Description
<a href="#">VA.2.H.3.In.a:</a>	Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.
<a href="#">VA.2.H.3.Su.a:</a>	Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts.
<a href="#">VA.2.H.3.Pa.a:</a>	Explore the use of patterns, line, or form in visual art.

[VA.2.O.1.1:](#)

Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

### Related Access Points

Name	Description
<a href="#">VA.2.O.1.In.a:</a>	Use structural elements of art in personal works of art.
<a href="#">VA.2.O.1.Su.a:</a>	Recognize basic structural elements of art.
<a href="#">VA.2.O.1.Pa.a:</a>	Explore selected structural elements of art.

[VA.2.O.2.1:](#)

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

### Related Access Points

Name	Description
<a href="#">VA.2.O.2.In.a:</a>	Generate ideas and images for artworks based on personal experience.
<a href="#">VA.2.O.2.Su.a:</a>	Create imagery and symbols to document self-perception.
<a href="#">VA.2.O.2.Pa.a:</a>	Explore images and symbols representing self and environment.

[VA.2.O.3.1:](#)

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

### Related Access Points

Name	Description
<a href="#">VA.2.O.3.In.a:</a>	Create works of art to document experiences of self and community.
<a href="#">VA.2.O.3.Su.a:</a>	Recognize and use structural elements of visual art.
<a href="#">VA.2.O.3.Pa.a:</a>	Recognize a structural element of art.

Experiment with tools and techniques as part of art-making processes.

<a href="#">VA.2.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., brush for details, fiber, series of prints, mixed media, clay
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.1.In.a:</a>	Explore the use of art tools, processes, and media.
<a href="#">VA.2.S.1.Su.a:</a>	Recognize basic art tools, processes, and media.
<a href="#">VA.2.S.1.Pa.a:</a>	Attend to basic art tools, processes, and media.

Use diverse resources to inspire expression of personal ideas and experiences in works of art.

<a href="#">VA.2.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., media, new technology
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.1.In.b:</a>	Produce artwork influenced by personal decisions and ideas.
<a href="#">VA.2.S.1.Su.b:</a>	Create artwork that communicates awareness of self.
<a href="#">VA.2.S.1.Pa.b:</a>	Explore ideas and images for artwork.

<a href="#">VA.2.S.1.3:</a>	Explore art from different time periods and cultures as sources for inspiration.
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.1.In.b:</a>	Produce artwork influenced by personal decisions and ideas.
<a href="#">VA.2.S.1.Su.b:</a>	Create artwork that communicates awareness of self.
<a href="#">VA.2.S.1.Pa.b:</a>	Explore ideas and images for artwork.

<a href="#">VA.2.S.1.4:</a>	Use accurate art vocabulary to discuss art.
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.1.In.c:</a>	Use art vocabulary to communicate about art and the art-making process.
<a href="#">VA.2.S.1.Su.c:</a>	Respond to selected art vocabulary to communicate about art.
<a href="#">VA.2.S.1.Pa.c:</a>	Respond to selected art vocabulary.

<a href="#">VA.2.S.2.1:</a>	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.2.In.a:</a>	Develop artistic skills through the repeated use of tools, processes, and media.
<a href="#">VA.2.S.2.Su.a:</a>	Recognize basic art tools, processes, and media.
<a href="#">VA.2.S.2.Pa.a:</a>	Explore basic art tools, processes, and media.

<a href="#">VA.2.S.2.2:</a>	Follow sequential procedures focused on art production.
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.2.In.a:</a>	Develop artistic skills through the repeated use of tools, processes, and media.
<a href="#">VA.2.S.2.Su.a:</a>	Recognize basic art tools, processes, and media.
<a href="#">VA.2.S.2.Pa.a:</a>	Explore basic art tools, processes, and media.

Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

<a href="#">VA.2.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.3.In.a:</a>	Practice skills and techniques to create with two- and three-dimensional media.
<a href="#">VA.2.S.3.Su.a:</a>	Manipulate a variety of visual art tools and media.
<a href="#">VA.2.S.3.Pa.a:</a>	Explore a variety of visual art tools and media.

Demonstrate growth in craftsmanship through purposeful practice.

<a href="#">VA.2.S.3.2:</a>	<b>Remarks/Examples:</b>
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**Related Access Points**

Name	Description
<a href="#">VA.2.S.3.In.a:</a>	Practice skills and techniques to create with two- and three-dimensional media.

<a href="#">VA.2.S.3.Su.a:</a>	Manipulate a variety of visual art tools and media.
<a href="#">VA.2.S.3.Pa.a:</a>	Explore a variety of visual art tools and media.

[VA.2.S.3.3:](#) Follow directions for safety procedures and explain their importance in the art room.

**Related Access Points**

Name	Description
<a href="#">VA.2.S.3.In.b:</a>	Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
<a href="#">VA.2.S.3.Su.b:</a>	Demonstrate the safe use of selected visual art tools, media, techniques, or processes.
<a href="#">VA.2.S.3.Pa.a:</a>	Explore a variety of visual art tools and media.

Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

[VA.2.S.3.4:](#) **Remarks/Examples:**  
e.g., plagiarism, appropriation from the Internet and other sources

**Related Access Points**

Name	Description
<a href="#">VA.2.S.3.In.c:</a>	Identify artwork that belongs to others and represents their ideas.
<a href="#">VA.2.S.3.Su.a:</a>	Manipulate a variety of visual art tools and media.
<a href="#">VA.2.S.3.Pa.a:</a>	Explore a variety of visual art tools and media.

[VA.3.C.1.1:](#) Use the art-making process to develop ideas for self-expression.

**Related Access Points**

Name	Description
<a href="#">VA.3.C.1.In.a:</a>	Experiment with the art-making process to develop ideas for self-expression.
<a href="#">VA.3.C.1.Su.a:</a>	Explore the art-making process to communicate personal interests.
<a href="#">VA.3.C.1.Pa.a:</a>	Explore the art-making process.

[VA.3.C.1.2:](#) Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

**Related Access Points**

Name	Description
<a href="#">VA.3.C.1.In.b:</a>	Identify selected visual or tactile characteristics of artworks.
<a href="#">VA.3.C.1.Su.b:</a>	Recognize selected visual or tactile characteristics of artworks.
<a href="#">VA.3.C.1.Pa.b:</a>	Recognize a selected visual or tactile characteristic of works of art.

[VA.3.C.2.1:](#) Assess personal artworks for completeness and success in meeting intended objectives.

**Related Access Points**

Name	Description
<a href="#">VA.3.C.2.In.a:</a>	Use a defined criterion to assess and revise personal artworks.
<a href="#">VA.3.C.2.Su.a:</a>	Use a teacher-selected criterion to assess and revise personal artworks.
<a href="#">VA.3.C.2.Pa.a:</a>	Use a teacher-selected criterion to assess personal artworks.

[VA.3.C.2.2:](#) Compare techniques used by peers and established artists as a basis for improving one's own work.

**Related Access Points**

Name	Description
<a href="#">VA.3.C.2.In.b:</a>	Use various techniques to learn how changes affect the completed artwork.
<a href="#">VA.3.C.2.Su.b:</a>	Use various techniques to create artwork.
<a href="#">VA.3.C.2.Pa.b:</a>	Explore various techniques used to create artwork.

[VA.3.C.2.3:](#) Use constructive criticism to improve artwork.

**Related Access Points**

Name	Description
<a href="#">VA.3.C.2.In.a:</a>	Use a defined criterion to assess and revise personal artworks.
<a href="#">VA.3.C.2.Su.a:</a>	Use a teacher-selected criterion to assess and revise personal artworks.
<a href="#">VA.3.C.2.Pa.a:</a>	Use a teacher-selected criterion to assess personal artworks.

[VA.3.C.3.1:](#) Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

**Related Access Points**

Name	Description
<a href="#">VA.3.C.3.In.a:</a>	Critique a variety of familiar visual art using defined criteria.
<a href="#">VA.3.C.3.Su.a:</a>	Critique a variety of familiar visual art using a teacher-selected criterion.
<a href="#">VA.3.C.3.Pa.a:</a>	Select preferred, familiar visual art products.

[VA.3.C.3.2:](#) Describe the connections between visual art and other contexts through observation and art criticism.

#### Related Access Points

Name	Description
<a href="#">VA.3.C.3.In.b:</a>	Identify vocabulary that is used in both visual art and other contexts.
<a href="#">VA.3.C.3.Su.b:</a>	Recognize selected vocabulary common to art and other contexts.
<a href="#">VA.3.C.3.Pa.b:</a>	Respond to selected vocabulary common to art and other contexts.

[VA.3.C.3.3:](#) Explain the similarities and differences between artworks and utilitarian objects.

#### Related Access Points

Name	Description
<a href="#">VA.3.C.3.In.c:</a>	Describe the purposes of artworks and utilitarian objects.
<a href="#">VA.3.C.3.Su.c:</a>	Identify the functions of artworks and utilitarian objects.
<a href="#">VA.3.C.3.Pa.c:</a>	Recognize the function of selected artworks or utilitarian objects.

[VA.3.F.1.1:](#) Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

[VA.3.F.1.2:](#) Explore the effects and merits of different solutions to solve an artistic problem.

[VA.3.F.2.1:](#) Identify places where artists or designers have made an impact on the community.

#### Related Access Points

Name	Description
<a href="#">VA.3.F.2.In.a:</a>	Identify one or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.3.F.2.Su.a:</a>	Identify a community opportunity to participate in activities related to visual art.
<a href="#">VA.3.F.2.Pa.a:</a>	Select preferred visual art activities.

[VA.3.F.3.1:](#) Create artwork that communicates an awareness of events within the community.

#### Related Access Points

Name	Description
<a href="#">VA.3.F.3.In.a:</a>	Create, interpret, and respond to visual art using a variety of media.
<a href="#">VA.3.F.3.Su.a:</a>	Create, interpret, or respond to visual art using a variety of media.
<a href="#">VA.3.F.3.Pa.a:</a>	Explore and use a variety of visual art media.

Collaborate to complete a task in art.

[VA.3.F.3.2:](#)

**Remarks/Examples:**  
e.g., mural, mosaic

#### Related Access Points

Name	Description
<a href="#">VA.3.F.3.In.b:</a>	Sequence two or more steps related to individual or collaborative visual art projects.
<a href="#">VA.3.F.3.Su.b:</a>	Complete one or more steps related to individual or collaborative visual art projects.
<a href="#">VA.3.F.3.Pa.b:</a>	Contribute to collaborative tasks related to visual art.

[VA.3.F.3.3:](#) Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

#### Related Access Points

Name	Description
<a href="#">VA.3.F.3.In.b:</a>	Sequence two or more steps related to individual or collaborative visual art projects.
<a href="#">VA.3.F.3.Su.b:</a>	Complete one or more steps related to individual or collaborative visual art projects.
<a href="#">VA.3.F.3.Pa.b:</a>	Contribute to collaborative tasks related to visual art.

[VA.3.H.1.1:](#) Describe cultural similarities and differences in works of art.

#### Related Access Points

Name	Description
<a href="#">VA.3.H.1.In.a:</a>	Identify common characteristics in works of art from selected cultures and times.
<a href="#">VA.3.H.1.Su.a:</a>	Recognize common characteristics in works of art from selected cultures and times.
<a href="#">VA.3.H.1.Pa.a:</a>	Recognize a common characteristic in selected works of art.

[VA.3.H.1.2:](#) Describe the importance of displaying suitable behavior as part of an art audience.

#### Related Access Points

Name	Description
<a href="#">VA.3.H.1.In.b:</a>	Identify reasons for respecting the work of others.
<a href="#">VA.3.H.1.Su.b:</a>	Follow directions for suitable behavior in an art audience.
<a href="#">VA.3.H.1.Pa.b:</a>	Respond respectfully to the artwork of others.

[VA.3.H.1.3:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.3.H.1.In.a:</a>	Identify common characteristics in works of art from selected cultures and times.
<a href="#">VA.3.H.1.Su.a:</a>	Recognize common characteristics in works of art from selected cultures and times.
<a href="#">VA.3.H.1.Pa.a:</a>	Recognize a common characteristic in selected works of art.

[VA.3.H.2.1:](#)

Compare differences or similarities in artworks across time and culture.

**Related Access Points**

Name	Description
<a href="#">VA.3.H.2.In.a:</a>	Identify common characteristics in artworks across time and culture.
<a href="#">VA.3.H.2.Su.a:</a>	Recognize common characteristics in artworks across time and culture.
<a href="#">VA.3.H.2.Pa.a:</a>	Recognize a common characteristic in selected artworks.

[VA.3.H.2.2:](#)

Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

**Related Access Points**

Name	Description
<a href="#">VA.3.H.2.In.b:</a>	Identify common uses of visual art.
<a href="#">VA.3.H.2.Su.b:</a>	Recognize the function of visual art in a variety of activities and environments.
<a href="#">VA.3.H.2.Pa.b:</a>	Recognize a function of visual art in activities or environments.

Describe various venues in which artwork is on display for public viewing.

[VA.3.H.2.3:](#)

**Remarks/Examples:**  
 e.g., museums, galleries, restaurants, virtual tours

**Related Access Points**

Name	Description
<a href="#">VA.3.H.2.In.b:</a>	Identify common uses of visual art.
<a href="#">VA.3.H.2.Su.b:</a>	Recognize the function of visual art in a variety of activities and environments.
<a href="#">VA.3.H.2.Pa.b:</a>	Recognize a function of visual art in activities or environments.

[VA.3.H.3.1:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.3.H.3.In.a:</a>	Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.
<a href="#">VA.3.H.3.Su.a:</a>	Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.
<a href="#">VA.3.H.3.Pa.a:</a>	Recognize a pattern in visual art.

[VA.3.O.1.1:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.3.O.1.In.a:</a>	Explore the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.3.O.1.Su.a:</a>	Explore the placement of the structural elements of art in personal works of art.
<a href="#">VA.3.O.1.Pa.a:</a>	Explore structural elements of art.

[VA.3.O.2.1:](#)

Use creative and innovative ideas to complete personal artworks.

**Related Access Points**

Name	Description
<a href="#">VA.3.O.2.In.a:</a>	Create imagery and symbols to express thoughts and feelings.
<a href="#">VA.3.O.2.Su.a:</a>	Generate ideas and images for artwork that communicate personal experience.
<a href="#">VA.3.O.2.Pa.a:</a>	Explore images representing personal experience.

[VA.3.O.3.1:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.3.O.3.In.a:</a>	Use personal symbols in artwork to document surroundings and community.
<a href="#">VA.3.O.3.Su.a:</a>	Create works of art to document self-perception.
<a href="#">VA.3.O.3.Pa.a:</a>	Explore basic tools and media.

[VA.3.S.1.1:](#)

Manipulate tools and media to enhance communication in personal artworks.

### Related Access Points

Name	Description
<a href="#">VA.3.S.1.In.a:</a>	Experiment with art tools and media to express ideas.
<a href="#">VA.3.S.1.Su.a:</a>	Explore a variety of visual art tools and media to express ideas.
<a href="#">VA.3.S.1.Pa.a:</a>	Explore the use of visual art tools and media.

Use diverse resources to inspire artistic expression and achieve varied results.

[VA.3.S.1.2:](#)

**Remarks/Examples:**  
e.g., media center, technology, print materials

### Related Access Points

Name	Description
<a href="#">VA.3.S.1.In.b:</a>	Explore diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.3.S.1.Su.a:</a>	Explore a variety of visual art tools and media to express ideas.
<a href="#">VA.3.S.1.Pa.a:</a>	Explore the use of visual art tools and media.

Incorporate ideas from art exemplars for specified time periods and cultures.

[VA.3.S.1.3:](#)

**Remarks/Examples:**  
e.g., concepts, technique, media, subject matter

### Related Access Points

Name	Description
<a href="#">VA.3.S.1.In.b:</a>	Explore diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.3.S.1.Su.a:</a>	Explore a variety of visual art tools and media to express ideas.
<a href="#">VA.3.S.1.Pa.a:</a>	Explore the use of visual art tools and media.

[VA.3.S.1.4:](#)

Choose accurate art vocabulary to describe works of art and art processes.

### Related Access Points

Name	Description
<a href="#">VA.3.S.1.In.c:</a>	Use accurate art vocabulary to communicate ideas about art.
<a href="#">VA.3.S.1.Su.b:</a>	Use art vocabulary to communicate ideas about art.
<a href="#">VA.3.S.1.Pa.b:</a>	Respond to selected art vocabulary.

[VA.3.S.2.1:](#)

Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

### Related Access Points

Name	Description
<a href="#">VA.3.S.2.In.a:</a>	Follow sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.3.S.2.Su.a:</a>	Use a variety of visual art tools and media.
<a href="#">VA.3.S.2.Pa.a:</a>	Explore the use of visual art tools and media.

[VA.3.S.2.2:](#)

Follow procedures, focusing on the art-making process.

### Related Access Points

Name	Description
<a href="#">VA.3.S.2.In.a:</a>	Follow sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.3.S.2.Su.a:</a>	Use a variety of visual art tools and media.
<a href="#">VA.3.S.2.Pa.a:</a>	Explore the use of visual art tools and media.

[VA.3.S.3.1:](#)

Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

### Related Access Points

Name	Description
<a href="#">VA.3.S.3.In.a:</a>	Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.
<a href="#">VA.3.S.3.Su.a:</a>	Use a variety of visual art tools and media to create works of art.
<a href="#">VA.3.S.3.Pa.a:</a>	Manipulate selected visual art tools and media.

[VA.3.S.3.2:](#)

Develop craftsmanship skills through repeated practice.

### Related Access Points

Name	Description
<a href="#">VA.3.S.3.In.a:</a>	Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.
<a href="#">VA.3.S.3.Su.a:</a>	Use a variety of visual art tools and media to create works of art.
<a href="#">VA.3.S.3.Pa.a:</a>	Manipulate selected visual art tools and media.

[VA.3.S.3.3:](#)

Work within safety guidelines while using tools, media, techniques, and processes.

### Related Access Points

Name	Description
<a href="#">VA.3.S.3.In.b:</a>	Demonstrate safety procedures for using art tools and materials.
<a href="#">VA.3.S.3.Su.b:</a>	Imitate the safe use of art tools and materials.
<a href="#">VA.3.S.3.Pa.a:</a>	Manipulate selected visual art tools and media.

[VA.4.C.1.1:](#) Integrate ideas during the art-making process to convey meaning in personal works of art.

### Related Access Points

Name	Description
<a href="#">VA.4.C.1.In.a:</a>	Use the art-making process to communicate personal interests and self-expression.
<a href="#">VA.4.C.1.Su.a:</a>	Use various media or techniques to communicate personal interests and self-expression.
<a href="#">VA.4.C.1.Pa.a:</a>	Explore various media or techniques to communicate personal interests and self-expression.

[VA.4.C.1.2:](#) Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.

### Related Access Points

Name	Description
<a href="#">VA.4.C.1.In.b:</a>	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.
<a href="#">VA.4.C.1.Su.b:</a>	Identify selected visual or tactile characteristics of artworks.
<a href="#">VA.4.C.1.Pa.b:</a>	Recognize selected visual or tactile characteristics of artworks.

Revise artworks to meet established criteria.

[VA.4.C.2.1:](#) **Remarks/Examples:**  
e.g., criteria set by teacher, student, or both

### Related Access Points

Name	Description
<a href="#">VA.4.C.2.In.a:</a>	Use defined criteria to revise artworks.
<a href="#">VA.4.C.2.Su.a:</a>	Use a teacher-selected criterion to revise artworks.
<a href="#">VA.4.C.2.Pa.a:</a>	Use a teacher-selected criterion to create artworks.

[VA.4.C.2.2:](#) Use various resources to generate ideas for growth in personal works.

### Related Access Points

Name	Description
<a href="#">VA.4.C.2.In.b:</a>	Identify characteristics that make visual art appealing.
<a href="#">VA.4.C.2.Su.b:</a>	Recognize characteristics that make visual art appealing.
<a href="#">VA.4.C.2.Pa.b:</a>	Select a characteristic that makes visual art appealing.

[VA.4.C.2.3:](#) Develop and support ideas from various resources to create unique artworks.

### Related Access Points

Name	Description
<a href="#">VA.4.C.2.In.c:</a>	Explore various resources to generate ideas for unique artworks.
<a href="#">VA.4.C.2.Su.b:</a>	Recognize characteristics that make visual art appealing.
<a href="#">VA.4.C.2.Pa.b:</a>	Select a characteristic that makes visual art appealing.

[VA.4.C.3.1:](#) Use accurate art vocabulary when analyzing works of art.

### Related Access Points

Name	Description
<a href="#">VA.4.C.3.In.a:</a>	Use selected vocabulary and symbols unique to visual art to communicate and document ideas.
<a href="#">VA.4.C.3.Su.a:</a>	Identify selected vocabulary and symbols unique to visual art to communicate and document ideas.
<a href="#">VA.4.C.3.Pa.a:</a>	Recognize selected vocabulary and symbols unique to visual art to communicate and document ideas.

[VA.4.C.3.2:](#) Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

### Related Access Points

Name	Description
<a href="#">VA.4.C.3.In.b:</a>	Compare artworks with utilitarian objects and describe how they are the same and different.
<a href="#">VA.4.C.3.Su.b:</a>	Identify similarities and differences between artworks and utilitarian objects.
<a href="#">VA.4.C.3.Pa.b:</a>	Recognize the functions of a variety of artworks and utilitarian objects.

[VA.4.C.3.3:](#) Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

### Related Access Points

Name	Description
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<a href="#">VA.4.C.3.In.c:</a>	Identify similarities between the art-making process and other disciplines.
<a href="#">VA.4.C.3.Su.c:</a>	Recognize a similarity between the art-making process and another discipline.
<a href="#">VA.4.C.3.Pa.c:</a>	Respond to selected vocabulary common to art and other contexts.

<a href="#">VA.4.F.1.1:</a>	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
<a href="#">VA.4.F.1.2:</a>	Examine and apply creative solutions to solve an artistic problem.
<a href="#">VA.4.F.2.1:</a>	Discuss how artists and designers have made an impact on the community.

**Related Access Points**

Name	Description
<a href="#">VA.4.F.2.In.a:</a>	Identify two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.4.F.2.Su.a:</a>	Identify two or more community opportunities to participate in activities related to visual art.
<a href="#">VA.4.F.2.Pa.a:</a>	Associate visual art with leisure or recreation.

<a href="#">VA.4.F.2.2:</a>	Identify the work of local artists to become familiar with art-making careers.
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**Related Access Points**

Name	Description
<a href="#">VA.4.F.2.In.a:</a>	Identify two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.4.F.2.Su.a:</a>	Identify two or more community opportunities to participate in activities related to visual art.
<a href="#">VA.4.F.2.Pa.a:</a>	Associate visual art with leisure or recreation.

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

<a href="#">VA.4.F.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., poster, billboard</p>
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**Related Access Points**

Name	Description
<a href="#">VA.4.F.3.In.a:</a>	Create, interpret, and respond to visual art that promotes awareness of school or community concerns.
<a href="#">VA.4.F.3.Su.a:</a>	Create, interpret, or respond to visual art that promotes awareness of school or community concerns.
<a href="#">VA.4.F.3.Pa.a:</a>	Contribute or respond to visual art that promotes awareness of school or community concerns.

<a href="#">VA.4.F.3.2:</a>	Collaborate with peers in the art room to achieve a common art goal.
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**Related Access Points**

Name	Description
<a href="#">VA.4.F.3.In.b:</a>	Organize and execute individual or collaborative visual art projects having three or more steps.
<a href="#">VA.4.F.3.Su.b:</a>	Sequence two or more components related to individual or collaborative visual art projects.
<a href="#">VA.4.F.3.Pa.b:</a>	Contribute to a variety of collaborative tasks related to visual art.

<a href="#">VA.4.F.3.3:</a>	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
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**Related Access Points**

Name	Description
<a href="#">VA.4.F.3.In.b:</a>	Organize and execute individual or collaborative visual art projects having three or more steps.
<a href="#">VA.4.F.3.Su.b:</a>	Sequence two or more components related to individual or collaborative visual art projects.
<a href="#">VA.4.F.3.Pa.b:</a>	Contribute to a variety of collaborative tasks related to visual art.

<a href="#">VA.4.H.1.1:</a>	Identify historical and cultural influences that have inspired artists to produce works of art.
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**Related Access Points**

Name	Description
<a href="#">VA.4.H.1.In.a:</a>	Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.
<a href="#">VA.4.H.1.Su.a:</a>	Recognize similar themes in visual art from a variety of cultures and times.
<a href="#">VA.4.H.1.Pa.a:</a>	Identify common characteristics in works of art from a selected culture.

<a href="#">VA.4.H.1.2:</a>	Identify suitable behavior for various art venues and events.
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**Related Access Points**

Name	Description
<a href="#">VA.4.H.1.In.b:</a>	Identify and practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.4.H.1.Su.b:</a>	Practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.4.H.1.Pa.b:</a>	Practice a specified element of audience etiquette as part of an art audience.

<a href="#">VA.4.H.1.3:</a>	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
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**Related Access Points**

Name	Description
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[VA.4.H.1.In.a:](#) Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.

[VA.4.H.1.Su.a:](#) Recognize similar themes in visual art from a variety of cultures and times.

[VA.4.H.1.Pa.a:](#) Identify common characteristics in works of art from a selected culture.

[VA.4.H.1.4:](#)

Identify and practice ways of showing respect for one's own and others' personal works of art.

#### Related Access Points

Name	Description
<a href="#">VA.4.H.1.In.b:</a>	Identify and practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.4.H.1.Su.b:</a>	Practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.4.H.1.Pa.b:</a>	Practice a specified element of audience etiquette as part of an art audience.

[VA.4.H.2.1:](#)

Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.

#### Related Access Points

Name	Description
<a href="#">VA.4.H.2.In.a:</a>	Identify structural elements of art and organizational principles of design to create and respond to artworks.
<a href="#">VA.4.H.2.Su.a:</a>	Identify selected structural elements of art to create and respond to artworks.
<a href="#">VA.4.H.2.Pa.a:</a>	Recognize a selected structural element of art or organizational principle of design.

[VA.4.H.2.2:](#)

Identify differences between artworks and utilitarian objects.

#### Related Access Points

Name	Description
<a href="#">VA.4.H.2.In.b:</a>	Identify the physical features or characteristics of artworks displayed in the community.
<a href="#">VA.4.H.2.Su.b:</a>	Identify the use of visual art in daily life.
<a href="#">VA.4.H.2.Pa.b:</a>	Connect visual art examples with their functions.

Identify reasons to display artwork in public places.

[VA.4.H.2.3:](#)

#### Remarks/Examples:

e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air

#### Related Access Points

Name	Description
<a href="#">VA.4.H.2.In.b:</a>	Identify the physical features or characteristics of artworks displayed in the community.
<a href="#">VA.4.H.2.Su.b:</a>	Identify the use of visual art in daily life.
<a href="#">VA.4.H.2.Pa.b:</a>	Connect visual art examples with their functions.

Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

[VA.4.H.3.1:](#)

#### Remarks/Examples:

e.g., identify facts, ideas, solutions

#### Related Access Points

Name	Description
<a href="#">VA.4.H.3.In.a:</a>	Compare the use of pattern, line, and form found in visual art with other teacher-selected contexts.
<a href="#">VA.4.H.3.Su.a:</a>	Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.
<a href="#">VA.4.H.3.Pa.a:</a>	Recognize patterns in visual art.

[VA.4.O.1.1:](#)

Use the structural elements of art and organizational principles of design to understand the art-making process.

#### Related Access Points

Name	Description
<a href="#">VA.4.O.1.In.a:</a>	Use the structural elements of art and organizational principles of design in personal works of art.
<a href="#">VA.4.O.1.Su.a:</a>	Use structural elements of art in personal works of art.
<a href="#">VA.4.O.1.Pa.a:</a>	Recognize structural elements of art.

[VA.4.O.1.2:](#)

Identify the structural elements of art used to unite an artistic composition.

#### Related Access Points

Name	Description
<a href="#">VA.4.O.1.In.b:</a>	Recognize selected structural elements of art used to unite an artistic composition.
<a href="#">VA.4.O.1.Su.a:</a>	Use structural elements of art in personal works of art.
<a href="#">VA.4.O.1.Pa.a:</a>	Recognize structural elements of art.

[VA.4.O.2.1:](#)

Use a variety of resources and art skills to overcome visual challenges in personal artworks.

#### Related Access Points

Name	Description
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[VA.4.O.2.In.a:](#) Identify and use the structural elements of art to create and respond to artworks.

[VA.4.O.2.Su.a:](#) Recognize and use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.4.O.2.Pa.a:](#) Use a teacher-selected structural element of art.

Apply meaning and relevance to document self or others visually in artwork.

[VA.4.O.3.1:](#)

**Remarks/Examples:**

e.g., personal ideas, observations

Manipulate tools and materials to achieve diverse effects in personal works of art.

[VA.4.S.1.1:](#)

**Remarks/Examples:**

e.g., charcoal, colored pencil, block printing; reduction, stencil

**Related Access Points**

Name	Description
<a href="#">VA.4.S.1.In.a:</a>	Experiment with tools and techniques as part of the art-making process.
<a href="#">VA.4.S.1.Su.a:</a>	Explore the use of art tools, processes, and media.
<a href="#">VA.4.S.1.Pa.a:</a>	Recognize basic art tools, processes, and media.

[VA.4.S.1.2:](#)

Explore and use media, technology, and other art resources to express ideas visually.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.1.In.a:</a>	Experiment with tools and techniques as part of the art-making process.
<a href="#">VA.4.S.1.Su.a:</a>	Explore the use of art tools, processes, and media.
<a href="#">VA.4.S.1.Pa.a:</a>	Recognize basic art tools, processes, and media.

[VA.4.S.1.3:](#)

Create artworks that integrate ideas from culture or history.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.1.In.b:</a>	Explore art from different time periods and cultures as sources for inspiration.
<a href="#">VA.4.S.1.Su.b:</a>	Produce artwork influenced by personal decisions and ideas.
<a href="#">VA.4.S.1.Pa.b:</a>	Create artwork that communicates awareness of self.

[VA.4.S.1.4:](#)

Use accurate art vocabulary to discuss works of art and the creative process.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.1.In.c:</a>	Use accurate art vocabulary to discuss art and the art-making process.
<a href="#">VA.4.S.1.Su.c:</a>	Use art vocabulary to communicate about art and the art-making process.
<a href="#">VA.4.S.1.Pa.c:</a>	Respond to selected art vocabulary to communicate about art.

[VA.4.S.2.1:](#)

Organize the structural elements of art to achieve an artistic objective.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.2.In.a:</a>	Re-create the organization of selected structural elements of art.
<a href="#">VA.4.S.2.Su.a:</a>	Re-create structural elements in works of art.
<a href="#">VA.4.S.2.Pa.a:</a>	Recognize basic art tools, processes, and media.

[VA.4.S.2.2:](#)

Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.2.In.a:</a>	Re-create the organization of selected structural elements of art.
<a href="#">VA.4.S.2.Su.a:</a>	Re-create structural elements in works of art.
<a href="#">VA.4.S.2.Pa.a:</a>	Recognize basic art tools, processes, and media.

[VA.4.S.3.1:](#)

Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.3.In.a:</a>	Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
<a href="#">VA.4.S.3.Su.a:</a>	Practice skills and techniques to create with two- and three-dimensional media.
<a href="#">VA.4.S.3.Pa.a:</a>	Manipulate selected two- and three-dimensional visual art tools and media.

[VA.4.S.3.2:](#)

Plan and produce art through ongoing practice of skills and techniques.

**Related Access Points**

Name	Description
<a href="#">VA.4.S.3.In.a:</a>	Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
<a href="#">VA.4.S.3.Su.a:</a>	Practice skills and techniques to create with two- and three-dimensional media.
<a href="#">VA.4.S.3.Pa.a:</a>	Manipulate selected two- and three-dimensional visual art tools and media.

[VA.4.S.3.3:](#) Follow procedures for using tools, media, techniques, and processes safely and responsibly.

#### Related Access Points

Name	Description
<a href="#">VA.4.S.3.In.b:</a>	Follow directions for safety procedures and explain their importance in the art room.
<a href="#">VA.4.S.3.Su.b:</a>	Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
<a href="#">VA.4.S.3.Pa.b:</a>	Demonstrate the safe use of selected visual art tools and media.

Discuss the importance of copyright law in regard to the creation and production of art.

[VA.4.S.3.4:](#)

**Remarks/Examples:**  
e.g., plagiarism, appropriation from the Internet and other sources

#### Related Access Points

Name	Description
<a href="#">VA.4.S.3.In.c:</a>	Recognize that plagiarism is illegal and applies to works of art.
<a href="#">VA.4.S.3.Su.c:</a>	Identify artwork that belongs to others and represents their ideas.
<a href="#">VA.4.S.3.Pa.a:</a>	Manipulate selected two- and three-dimensional visual art tools and media.

[VA.5.C.1.1:](#) Develop a range of interests in the art-making process to influence personal decision-making.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.1.In.a:</a>	Use the art-making process to develop ideas for self-expression.
<a href="#">VA.5.C.1.Su.a:</a>	Experiment with the art-making process to develop ideas for self-expression.
<a href="#">VA.5.C.1.Pa.a:</a>	Explore the art-making process to communicate personal interests.

[VA.5.C.1.2:](#) Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.1.In.b:</a>	Use defined criteria to analyze and interpret exemplary works of art.
<a href="#">VA.5.C.1.Su.b:</a>	Use teacher-selected criteria to analyze and interpret exemplary works of art.
<a href="#">VA.5.C.1.Pa.b:</a>	Use a teacher-selected criterion to analyze and interpret exemplary works of art.

[VA.5.C.1.3:](#) Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.1.In.b:</a>	Use defined criteria to analyze and interpret exemplary works of art.
<a href="#">VA.5.C.1.Su.b:</a>	Use teacher-selected criteria to analyze and interpret exemplary works of art.
<a href="#">VA.5.C.1.Pa.b:</a>	Use a teacher-selected criterion to analyze and interpret exemplary works of art.

[VA.5.C.2.1:](#) Revise artwork as a necessary part of the creative process to achieve an artistic goal.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.2.In.a:</a>	Use defined criteria to analyze and revise personal artworks.
<a href="#">VA.5.C.2.Su.a:</a>	Use a teacher-selected criterion to analyze and revise personal artworks.
<a href="#">VA.5.C.2.Pa.a:</a>	Use feedback from others to revise personal artworks.

[VA.5.C.2.2:](#) Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.2.In.b:</a>	Describe the artistic intent of personal artworks.
<a href="#">VA.5.C.2.Su.b:</a>	Identify the artistic intent of personal artworks.
<a href="#">VA.5.C.2.Pa.b:</a>	Convey the meaning of personal artworks.

Apply established criteria to the art-making process to measure artistic growth.

[VA.5.C.2.3:](#)

**Remarks/Examples:**  
e.g., criteria set by teacher, student, or both

#### Related Access Points

Name	Description
<a href="#">VA.5.C.2.In.a:</a>	Use defined criteria to analyze and revise personal artworks.
<a href="#">VA.5.C.2.Su.a:</a>	Use a teacher-selected criterion to analyze and revise personal artworks.
<a href="#">VA.5.C.2.Pa.a:</a>	Use feedback from others to revise personal artworks.

[VA.5.C.2.4:](#) Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.2.In.a:</a>	Use defined criteria to analyze and revise personal artworks.
<a href="#">VA.5.C.2.Su.a:</a>	Use a teacher-selected criterion to analyze and revise personal artworks.
<a href="#">VA.5.C.2.Pa.a:</a>	Use feedback from others to revise personal artworks.

[VA.5.C.3.1:](#) Use the structural elements of art and organizational principles of design when engaged in art criticism.

#### Related Access Points

Name	Description
<a href="#">VA.5.C.3.In.a:</a>	Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.
<a href="#">VA.5.C.3.Su.a:</a>	Use defined criteria to examine a variety of works of art.
<a href="#">VA.5.C.3.Pa.a:</a>	Use a teacher-selected criterion to examine a variety of familiar visual art.

Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.

[VA.5.C.3.2:](#)

**Remarks/Examples:**  
e.g., inference from color, line, shape, form

#### Related Access Points

Name	Description
<a href="#">VA.5.C.3.In.a:</a>	Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.
<a href="#">VA.5.C.3.Su.a:</a>	Use defined criteria to examine a variety of works of art.
<a href="#">VA.5.C.3.Pa.a:</a>	Use a teacher-selected criterion to examine a variety of familiar visual art.

Critique works of art to understand the content and make connections with other content areas.

[VA.5.C.3.3:](#)

**Remarks/Examples:**  
e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology

#### Related Access Points

Name	Description
<a href="#">VA.5.C.3.In.a:</a>	Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.
<a href="#">VA.5.C.3.Su.a:</a>	Use defined criteria to examine a variety of works of art.
<a href="#">VA.5.C.3.Pa.a:</a>	Use a teacher-selected criterion to examine a variety of familiar visual art.

[VA.5.F.1.1:](#) Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.

[VA.5.F.1.2:](#) Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

[VA.5.F.2.1:](#) Describe the knowledge and skills necessary for art-making and art-related careers.

#### Related Access Points

Name	Description
<a href="#">VA.5.F.2.In.a:</a>	Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.5.F.2.Su.a:</a>	Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.5.F.2.Pa.a:</a>	Associate visual art with leisure, recreation, or a job.

[VA.5.F.2.2:](#) Explore careers in which artworks and utilitarian designs are created.

#### Related Access Points

Name	Description
<a href="#">VA.5.F.2.In.a:</a>	Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.5.F.2.Su.a:</a>	Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.5.F.2.Pa.a:</a>	Associate visual art with leisure, recreation, or a job.

[VA.5.F.2.3:](#) Discuss contributions that artists make to society.

#### Related Access Points

Name	Description
<a href="#">VA.5.F.2.In.a:</a>	Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.
<a href="#">VA.5.F.2.Su.a:</a>	Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.

[VA.5.F.2.Pa.a:](#) Associate visual art with leisure, recreation, or a job.

[VA.5.F.3.1:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.5.F.3.In.a:</a>	Create, interpret, and respond to visual art that promotes awareness of community and/or global concerns.
<a href="#">VA.5.F.3.Su.a:</a>	Create, interpret, or respond to visual art that promotes awareness of community and/or global concerns.
<a href="#">VA.5.F.3.Pa.a:</a>	Contribute or respond to visual art that promotes awareness of community and/or global concerns.

[VA.5.F.3.2:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.5.F.3.In.b:</a>	Prioritize and complete tasks related to individual or collaborative visual art projects.
<a href="#">VA.5.F.3.Su.b:</a>	Sequence two or more steps related to individual or collaborative visual art projects.
<a href="#">VA.5.F.3.Pa.b:</a>	Complete one or more steps related to individual or collaborative visual art projects.

[VA.5.F.3.3:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.5.F.3.In.b:</a>	Prioritize and complete tasks related to individual or collaborative visual art projects.
<a href="#">VA.5.F.3.Su.b:</a>	Sequence two or more steps related to individual or collaborative visual art projects.
<a href="#">VA.5.F.3.Pa.b:</a>	Complete one or more steps related to individual or collaborative visual art projects.

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

[VA.5.F.3.4:](#)

**Remarks/Examples:**  
e.g., reasonable timeframe established by teacher, adjusted as needed

**Related Access Points**

Name	Description
<a href="#">VA.5.F.3.In.b:</a>	Prioritize and complete tasks related to individual or collaborative visual art projects.
<a href="#">VA.5.F.3.Su.b:</a>	Sequence two or more steps related to individual or collaborative visual art projects.
<a href="#">VA.5.F.3.Pa.b:</a>	Complete one or more steps related to individual or collaborative visual art projects.

[VA.5.H.1.1:](#)

Examine historical and cultural influences that inspire artists and their work.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.1.In.a:</a>	Identify historically and culturally significant influences in artwork.
<a href="#">VA.5.H.1.Su.a:</a>	Recognize a cultural or historical influence on artwork.
<a href="#">VA.5.H.1.Pa.a:</a>	Associate visual art with a culture or time.

[VA.5.H.1.2:](#)

Use suitable behavior as a member of an art audience.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.1.In.b:</a>	Identify ways that respect is shown to personal works of art.
<a href="#">VA.5.H.1.Su.b:</a>	Recognize reasons for respecting the work of others.
<a href="#">VA.5.H.1.Pa.b:</a>	Follow directions for suitable behavior in an art audience.

[VA.5.H.1.3:](#)

Identify and describe the importance a selected group or culture places on specific works of art.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.1.In.a:</a>	Identify historically and culturally significant influences in artwork.
<a href="#">VA.5.H.1.Su.a:</a>	Recognize a cultural or historical influence on artwork.
<a href="#">VA.5.H.1.Pa.a:</a>	Associate visual art with a culture or time.

[VA.5.H.1.4:](#)

Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.1.In.b:</a>	Identify ways that respect is shown to personal works of art.
<a href="#">VA.5.H.1.Su.b:</a>	Recognize reasons for respecting the work of others.
<a href="#">VA.5.H.1.Pa.b:</a>	Follow directions for suitable behavior in an art audience.

[VA.5.H.2.1:](#)

Compare works of art on the basis of style, culture, or artist across time to identify visual differences.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.2.In.a:</a>	Identify similarities and differences in visual art produced across time and cultures.
<a href="#">VA.5.H.2.Su.a:</a>	Recognize similarities and differences in visual art produced across time and cultures.
<a href="#">VA.5.H.2.Pa.a:</a>	Recognize similarities and differences in works of art.

[VA.5.H.2.2:](#)

Describe the ways in which artworks and utilitarian objects impact everyday life.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.2.In.b:</a>	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
<a href="#">VA.5.H.2.Su.b:</a>	Identify common uses of visual art.
<a href="#">VA.5.H.2.Pa.b:</a>	Recognize the function of visual art in a variety of activities and environments.

[VA.5.H.2.3:](#)

Discuss artworks found in public venues to identify the significance of the work within the community.

**Related Access Points**

Name	Description
<a href="#">VA.5.H.2.In.c:</a>	Identify various venues in which artwork is on display for public viewing.
<a href="#">VA.5.H.2.Su.c:</a>	Recognize various venues in which artwork is on display for public viewing.
<a href="#">VA.5.H.2.Pa.c:</a>	Recognize a venue in which artwork is on display for public viewing.

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

[VA.5.H.3.1:](#)

**Remarks/Examples:**  
 e.g., identify facts, ideas, solutions

**Related Access Points**

Name	Description
<a href="#">VA.5.H.3.In.a:</a>	Apply a selected critical-thinking process in visual art to a different curriculum or discipline.
<a href="#">VA.5.H.3.Su.a:</a>	Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline.
<a href="#">VA.5.H.3.Pa.a:</a>	Integrate a teacher-defined pattern from visual art with a different curriculum or discipline.

[VA.5.O.1.1:](#)

Use structural elements of art and organizational principles of design to develop content in artwork.

**Related Access Points**

Name	Description
<a href="#">VA.5.O.1.In.a:</a>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
<a href="#">VA.5.O.1.Su.a:</a>	Explore the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.5.O.1.Pa.a:</a>	Explore the use of structural elements of art in personal artworks.

[VA.5.O.1.2:](#)

Organize the structural elements of art to achieve visual unity.

**Related Access Points**

Name	Description
<a href="#">VA.5.O.1.In.a:</a>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
<a href="#">VA.5.O.1.Su.a:</a>	Explore the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.5.O.1.Pa.a:</a>	Explore the use of structural elements of art in personal artworks.

[VA.5.O.1.3:](#)

Explain how creative and technical ability is used to produce a work of art.

**Related Access Points**

Name	Description
<a href="#">VA.5.O.1.In.a:</a>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
<a href="#">VA.5.O.1.Su.a:</a>	Explore the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.5.O.1.Pa.a:</a>	Explore the use of structural elements of art in personal artworks.

Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.

[VA.5.O.2.1:](#)

**Remarks/Examples:**  
 e.g., knowledge, empathy, technique, artistic choices, symbolic choices

**Related Access Points**

Name	Description
<a href="#">VA.5.O.2.In.a:</a>	Identify the intent of the artist within visual art examples.
<a href="#">VA.5.O.2.Su.a:</a>	Match the intent of the artist within visual art examples.
<a href="#">VA.5.O.2.Pa.a:</a>	Recognize that visual art examples convey meaning.

[VA.5.O.2.2:](#)

Use a variety of sources for ideas to resolve challenges in creating original works.

**Related Access Points**

Name	Description
<a href="#">VA.5.O.2.In.b:</a>	Use creative and innovative ideas to complete personal artworks.
<a href="#">VA.5.O.2.Su.b:</a>	Create imagery and symbols to express thoughts and feelings.
<a href="#">VA.5.O.2.Pa.b:</a>	Generate ideas and images for artwork that communicate personal experience.

[VA.5.O.3.1:](#)

Create meaningful and unique works of art to effectively communicate and document a personal voice.

**Related Access Points**

Name	Description
<a href="#">VA.5.O.3.In.a:</a>	Use symbols, visual language, and/or written language to document self or others.
<a href="#">VA.5.O.3.Su.a:</a>	Use personal symbols in artwork to document surroundings and community.
<a href="#">VA.5.O.3.Pa.a:</a>	Create works of art to document self-perception.

Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.

[VA.5.S.1.1:](#)

**Remarks/Examples:**  
 e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture

**Related Access Points**

Name	Description
<a href="#">VA.5.S.1.In.a:</a>	Manipulate tools and media to enhance communication in personal artworks.
<a href="#">VA.5.S.1.Su.a:</a>	Experiment with art tools and media to express ideas.
<a href="#">VA.5.S.1.Pa.a:</a>	Use a variety of visual art tools and media to express ideas.

Use media, technology, and other resources to inspire personal art-making decisions.

[VA.5.S.1.2:](#)

**Remarks/Examples:**  
 e.g., books, magazines, Internet, cameras, art visuals

**Related Access Points**

Name	Description
<a href="#">VA.5.S.1.In.b:</a>	Use diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.5.S.1.Su.b:</a>	Explore diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.5.S.1.Pa.a:</a>	Use a variety of visual art tools and media to express ideas.

Create artworks to depict personal, cultural, and/or historical themes.

[VA.5.S.1.3:](#)

**Remarks/Examples:**  
 e.g., woven mats, clay dolls, quilts

**Related Access Points**

Name	Description
<a href="#">VA.5.S.1.In.c:</a>	Incorporate ideas from art exemplars for specified time periods and cultures.
<a href="#">VA.5.S.1.Su.b:</a>	Explore diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.5.S.1.Pa.a:</a>	Use a variety of visual art tools and media to express ideas.

[VA.5.S.1.4:](#)

Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

**Related Access Points**

Name	Description
<a href="#">VA.5.S.1.In.d:</a>	Choose accurate art vocabulary to describe works of art and art processes.
<a href="#">VA.5.S.1.Su.c:</a>	Use accurate art vocabulary to communicate ideas about art.
<a href="#">VA.5.S.1.Pa.b:</a>	Use selected art vocabulary to communicate about art.

[VA.5.S.2.1:](#)

Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.

**Related Access Points**

Name	Description
<a href="#">VA.5.S.2.In.a:</a>	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.5.S.2.Su.a:</a>	Follow sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.5.S.2.Pa.a:</a>	Use a variety of visual art tools and media.

Identify sequential procedures to engage in art production.

[VA.5.S.2.2:](#)

**Remarks/Examples:**  
 e.g., safety procedures, media processes, organizational procedures

**Related Access Points**

Name	Description
<a href="#">VA.5.S.2.In.b:</a>	Re-create visual art processes in given media.
<a href="#">VA.5.S.2.Su.a:</a>	Follow sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.5.S.2.Pa.a:</a>	Use a variety of visual art tools and media.

[VA.5.S.2.3:](#)

Visualize the end product to justify artistic choices of tools, techniques, and processes.

#### Related Access Points

Name	Description
<a href="#">VA.5.S.2.In.a:</a>	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.5.S.2.Su.a:</a>	Follow sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.5.S.2.Pa.a:</a>	Use a variety of visual art tools and media.

[VA.5.S.3.1:](#)

Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

#### Related Access Points

Name	Description
<a href="#">VA.5.S.3.In.a:</a>	Use two- and three-dimensional materials, tools, and processes to achieve an intended result.
<a href="#">VA.5.S.3.Su.a:</a>	Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.
<a href="#">VA.5.S.3.Pa.a:</a>	Use a variety of visual art tools and media to create works of art.

[VA.5.S.3.2:](#)

Use craftsmanship and technical ability in personal works to show refinement of skills over time.

#### Related Access Points

Name	Description
<a href="#">VA.5.S.3.In.a:</a>	Use two- and three-dimensional materials, tools, and processes to achieve an intended result.
<a href="#">VA.5.S.3.Su.a:</a>	Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.
<a href="#">VA.5.S.3.Pa.a:</a>	Use a variety of visual art tools and media to create works of art.

[VA.5.S.3.3:](#)

Use tools, media, techniques, and processes in a safe and responsible manner.

#### Related Access Points

Name	Description
<a href="#">VA.5.S.3.In.b:</a>	Work within safety guidelines while using tools, media, techniques, and processes.
<a href="#">VA.5.S.3.Su.b:</a>	Demonstrate safety procedures for using art tools and materials.
<a href="#">VA.5.S.3.Pa.b:</a>	Imitate the safe use of art tools and materials.

Use ethical standards, including copyright laws, when producing works of art.

[VA.5.S.3.4:](#)

**Remarks/Examples:**  
e.g., ethics, plagiarism, appropriation from the Internet and other sources

#### Related Access Points

Name	Description
<a href="#">VA.5.S.3.In.c:</a>	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
<a href="#">VA.5.S.3.Su.c:</a>	Recognize the difference between one's own ideas and those of others.
<a href="#">VA.5.S.3.Pa.a:</a>	Use a variety of visual art tools and media to create works of art.

[VA.K.C.1.1:](#)

Create and share personal works of art with others.

#### Related Access Points

Name	Description
<a href="#">VA.K.C.1.In.a:</a>	Create personal works of art.
<a href="#">VA.K.C.1.Su.a:</a>	Explore images and media for artwork.
<a href="#">VA.K.C.1.Pa.a:</a>	Attend to images and media for artwork.

[VA.K.C.2.1:](#)

Describe personal choices made in the creation of artwork.

#### Related Access Points

Name	Description
<a href="#">VA.K.C.2.In.a:</a>	Create personal works of art.
<a href="#">VA.K.C.2.Su.a:</a>	Explore images and media for artwork.
<a href="#">VA.K.C.2.Pa.a:</a>	Attend to images and media for artwork.

[VA.K.C.2.2:](#)

Identify media used by self or peers.

#### Related Access Points

Name	Description
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<a href="#">VA.K.C.2.In.a:</a>	Create personal works of art.
<a href="#">VA.K.C.2.Su.a:</a>	Explore images and media for artwork.
<a href="#">VA.K.C.2.Pa.a:</a>	Attend to images and media for artwork.

[VA.K.F.1.1:](#) Experiment with art media for personal satisfaction and perceptual awareness.

[VA.K.F.1.2:](#) Identify real and imaginary subject matter in works of art.

[VA.K.F.2.1:](#) Describe where art ideas or products can be found in stores.

#### Related Access Points

Name	Description
<a href="#">VA.K.F.2.In.a:</a>	Recognize visual art in the environment.
<a href="#">VA.K.F.2.Su.a:</a>	Attend to visual art in the environment.
<a href="#">VA.K.F.2.Pa.a:</a>	Attend to sensory stimulation related to visual art.

[VA.K.F.3.1:](#) Create artwork that communicates an awareness of self as part of the community.

#### Related Access Points

Name	Description
<a href="#">VA.K.F.3.In.a:</a>	Use a variety of visual art media to create artwork that communicates awareness of self.
<a href="#">VA.K.F.3.Su.a:</a>	Explore a variety of visual art media.
<a href="#">VA.K.F.3.Pa.a:</a>	Attend to a variety of visual art media.

[VA.K.H.1.1:](#) Describe art from selected cultures and places.

#### Related Access Points

Name	Description
<a href="#">VA.K.H.1.In.a:</a>	Respond to visual art from selected cultures and places.
<a href="#">VA.K.H.1.Su.a:</a>	Explore visual art from selected cultures and places.
<a href="#">VA.K.H.1.Pa.a:</a>	Attend to visual art in activities and environments.

[VA.K.H.1.2:](#) Follow directions for suitable behavior in an art audience.

#### Related Access Points

Name	Description
<a href="#">VA.K.H.1.In.b:</a>	Demonstrate awareness of appropriate audience etiquette.
<a href="#">VA.K.H.1.Su.b:</a>	Attend respectfully to artwork of others.
<a href="#">VA.K.H.1.Pa.a:</a>	Attend to visual art in activities and environments.

[VA.K.H.1.3:](#) Explain how art-making can help people express ideas and feelings.

#### Related Access Points

Name	Description
<a href="#">VA.K.H.1.In.c:</a>	Respond to a variety of visual art.
<a href="#">VA.K.H.1.Su.c:</a>	Explore a variety of visual art.
<a href="#">VA.K.H.1.Pa.a:</a>	Attend to visual art in activities and environments.

[VA.K.H.2.1:](#) Compare selected artworks from various cultures to find differences and similarities.

#### Related Access Points

Name	Description
<a href="#">VA.K.H.2.In.a:</a>	Respond to the visual art of diverse cultures and historical periods.
<a href="#">VA.K.H.2.Su.a:</a>	Explore the visual art of diverse cultures and historical periods.
<a href="#">VA.K.H.2.Pa.a:</a>	Attend to visual art in activities and environments.

Explore everyday objects that have been designed and created by artists.

[VA.K.H.2.2:](#)

**Remarks/Examples:**  
e.g., artwork, utilitarian objects

#### Related Access Points

Name	Description
<a href="#">VA.K.H.2.In.b:</a>	Explore visual art in common activities and environments.
<a href="#">VA.K.H.2.Su.b:</a>	Attend to visual art in common activities and environments.
<a href="#">VA.K.H.2.Pa.b:</a>	Attend to a variety of visual art.

[VA.K.H.2.3:](#) Describe where artwork is displayed in school or other places.

#### Related Access Points

Name	Description
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<a href="#">VA.K.H.2.In.b:</a>	Explore visual art in common activities and environments.
<a href="#">VA.K.H.2.Su.b:</a>	Attend to visual art in common activities and environments.
<a href="#">VA.K.H.2.Pa.b:</a>	Attend to a variety of visual art.

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

[VA.K.H.3.1:](#)

**Remarks/Examples:**  
e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics

**Related Access Points**

Name	Description
<a href="#">VA.K.H.3.In.a:</a>	Explore different representations of familiar themes in visual art.
<a href="#">VA.K.H.3.Su.a:</a>	Respond to visual art representations of familiar themes.
<a href="#">VA.K.H.3.Pa.a:</a>	Attend to visual art.

[VA.K.O.1.1:](#)

Explore the placement of the structural elements of art in personal works of art.

**Related Access Points**

Name	Description
<a href="#">VA.K.O.1.In.a:</a>	Explore basic structural elements of art.
<a href="#">VA.K.O.1.Su.a:</a>	Explore a variety of visual art.
<a href="#">VA.K.O.1.Pa.a:</a>	Attend to a variety of visual art.

[VA.K.O.2.1:](#)

Generate ideas and images for artworks based on memory, imagination, and experiences.

**Related Access Points**

Name	Description
<a href="#">VA.K.O.2.In.a:</a>	Generate ideas and images for artwork that communicate awareness of self.
<a href="#">VA.K.O.2.Su.a:</a>	Explore ideas and images for artwork.
<a href="#">VA.K.O.2.Pa.a:</a>	Attend to images for artwork.

[VA.K.O.3.1:](#)

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

**Related Access Points**

Name	Description
<a href="#">VA.K.O.3.In.a:</a>	Recognize and use structural elements of art.
<a href="#">VA.K.O.3.Su.a:</a>	Explore basic structural elements of art.
<a href="#">VA.K.O.3.Pa.a:</a>	Attend to basic structural elements of art.

Explore art processes and media to produce artworks.

[VA.K.S.1.1:](#)

**Remarks/Examples:**  
e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint

**Related Access Points**

Name	Description
<a href="#">VA.K.S.1.In.a:</a>	Recognize basic art processes and media.
<a href="#">VA.K.S.1.Su.a:</a>	Explore basic art processes and media.
<a href="#">VA.K.S.1.Pa.a:</a>	Attend to basic art processes and media.

[VA.K.S.1.2:](#)

Produce artwork influenced by personal decisions and ideas.

**Related Access Points**

Name	Description
<a href="#">VA.K.S.1.In.b:</a>	Create artwork that communicates awareness of self.
<a href="#">VA.K.S.1.Su.b:</a>	Explore ideas and images for artwork.
<a href="#">VA.K.S.1.Pa.b:</a>	Attend to images for artwork.

Develop skills and techniques to create with two- and/or three- dimensional media.

[VA.K.S.3.1:](#)

**Remarks/Examples:**  
e.g., media-specific techniques, eye-hand coordination, fine-motor skills

**Related Access Points**

Name	Description
<a href="#">VA.K.S.3.In.a:</a>	Explore a variety of visual art tools and media.
<a href="#">VA.K.S.3.Su.a:</a>	Explore a variety of visual art media.
<a href="#">VA.K.S.3.Pa.a:</a>	Attend to a variety of visual art media.

[VA.K.S.3.2:](#)

Practice skills to develop craftsmanship.

### Related Access Points

Name	Description
<a href="#">VA.K.S.3.In.a:</a>	Explore a variety of visual art tools and media.
<a href="#">VA.K.S.3.Su.a:</a>	Explore a variety of visual art media.
<a href="#">VA.K.S.3.Pa.a:</a>	Attend to a variety of visual art media.

[VA.K.S.3.3:](#)

Handle art tools and media safely in the art room.

### Related Access Points

Name	Description
<a href="#">VA.K.S.3.In.a:</a>	Explore a variety of visual art tools and media.
<a href="#">VA.K.S.3.Su.a:</a>	Explore a variety of visual art media.
<a href="#">VA.K.S.3.Pa.a:</a>	Attend to a variety of visual art media.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

### Related Certifications

<a href="#">Art Education (Elementary Grades 1-6)</a>
<a href="#">Art Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Art (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 8 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12879>



# Access Art Grade Kindergarten (#7701020)

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**Course Number:** 7701020

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

**Abbreviated Title:** ACCESS ART GRADE K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">VA.K.C.1.1:</a>	Create and share personal works of art with others.
<a href="#">VA.K.C.2.1:</a>	Describe personal choices made in the creation of artwork.
<a href="#">VA.K.C.2.2:</a>	Identify media used by self or peers.
<a href="#">VA.K.F.1.1:</a>	Experiment with art media for personal satisfaction and perceptual awareness.
<a href="#">VA.K.F.1.2:</a>	Identify real and imaginary subject matter in works of art.
<a href="#">VA.K.F.2.1:</a>	Describe where art ideas or products can be found in stores.
<a href="#">VA.K.F.3.1:</a>	Create artwork that communicates an awareness of self as part of the community.
<a href="#">VA.K.H.1.1:</a>	Describe art from selected cultures and places.
<a href="#">VA.K.H.1.2:</a>	Follow directions for suitable behavior in an art audience.
<a href="#">VA.K.H.1.3:</a>	Explain how art-making can help people express ideas and feelings.
<a href="#">VA.K.H.2.1:</a>	Compare selected artworks from various cultures to find differences and similarities.
<a href="#">VA.K.H.2.2:</a>	Explore everyday objects that have been designed and created by artists. <b>Remarks/Examples:</b> e.g., artwork, utilitarian objects
<a href="#">VA.K.H.2.3:</a>	Describe where artwork is displayed in school or other places. Express ideas related to non-art content areas through personal artworks.
<a href="#">VA.K.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
<a href="#">VA.K.O.1.1:</a>	Explore the placement of the structural elements of art in personal works of art.
<a href="#">VA.K.O.2.1:</a>	Generate ideas and images for artworks based on memory, imagination, and experiences.
<a href="#">VA.K.O.3.1:</a>	Create works of art to document experiences of self and community.

	Explore art processes and media to produce artworks.
<a href="#">VA.K.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
<a href="#">VA.K.S.1.2:</a>	Produce artwork influenced by personal decisions and ideas.
<a href="#">VA.K.S.2.1:</a>	Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills
<a href="#">VA.K.S.2.2:</a>	Describe the steps used in art production.
	Develop skills and techniques to create with two- and/or three- dimensional media.
<a href="#">VA.K.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., media-specific techniques, eye-hand coordination, fine-motor skills
<a href="#">VA.K.S.3.2:</a>	Practice skills to develop craftsmanship.
<a href="#">VA.K.S.3.3:</a>	Handle art tools and media safely in the art room.
<a href="#">VA.K.S.3.4:</a>	Identify artwork that belongs to others and represents their ideas.
<a href="#">MAFS.K.G.1.1:</a>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<a href="#">MAFS.K.G.1.3:</a>	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
<a href="#">MAFS.K.G.2.4:</a>	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
<a href="#">MAFS.K.MD.1.2:</a>	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
<a href="#">LAFS.K.RL.1.2:</a>	With prompting and support, retell familiar stories, including key details.
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">LAFS.K.SL.2.5:</a>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<a href="#">SC.K.N.1.4:</a>	Observe and create a visual representation of an object which includes its major features.
<a href="#">SC.K.P.9.1:</a>	Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
<a href="#">HE.K.B.5.3:</a>	<b>Remarks/Examples:</b> Injury to self and/or others.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Art (Elementary and Secondary Grades K-12)</a>
<a href="#">Art Education (Elementary Grades 1-6)</a>
<a href="#">Art Education (Elementary and Secondary Grades K-12)</a>

There are more than 137 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15793>



# Access Art Grade 1 (#7701025)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7701025

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

**Abbreviated Title:** ACCESS ART GRADE 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">VA.1.C.1.1:</a>	Create and discuss works of art that convey personal interests.
<a href="#">VA.1.C.1.2:</a>	Gather clues to help interpret and reflect on works of art.
<a href="#">VA.1.C.2.1:</a>	Describe visual imagery used to complete artwork.
<a href="#">VA.1.C.2.2:</a>	Use various media or techniques to learn how changes affect the completed artwork.
<a href="#">VA.1.C.3.1:</a>	Identify vocabulary that is used in both visual art and other contexts. <b>Remarks/Examples:</b> e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
<a href="#">VA.1.C.3.2:</a>	Distinguish between artwork, utilitarian objects, and objects from nature.
<a href="#">VA.1.F.1.1:</a>	Use various art media and real or imaginary choices to create artwork.
<a href="#">VA.1.F.1.2:</a>	Identify how classmates solve artistic problems.
<a href="#">VA.1.F.2.1:</a>	Explain how artists impact the appearance of items for sale in stores.
<a href="#">VA.1.F.3.1:</a>	Describe the use of art to share community information.
<a href="#">VA.1.F.3.2:</a>	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. <b>Remarks/Examples:</b> e.g., set-up, clean-up, use of materials
<a href="#">VA.1.H.1.1:</a>	Discuss how different works of art communicate information about a particular culture. Discuss suitable behavior expected of audience members.
<a href="#">VA.1.H.1.2:</a>	<b>Remarks/Examples:</b> e.g., museum visits, artist presentations, school programs, assemblies
<a href="#">VA.1.H.1.3:</a>	Describe ways in which artists use their work to share knowledge and life experiences.

<a href="#">VA.1.H.2.1:</a>	Compare artworks from different cultures, created over time, to identify differences in style and media.
	Identify objects of art that are used every day for utilitarian purposes.
<a href="#">VA.1.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., plates, clothing, teapots
	Identify places in which artworks may be viewed by others.
<a href="#">VA.1.H.2.3:</a>	<b>Remarks/Examples:</b> e.g., museums, schools, businesses
	Identify connections between visual art and other content areas.
<a href="#">VA.1.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., illustrations in storybooks, art in music class materials, art created by people of other cultures in social studies
<a href="#">VA.1.O.1.1:</a>	Identify and use the structural elements of art and organizational principles of design to support artistic development.
<a href="#">VA.1.O.2.1:</a>	Create imagery and symbols to express thoughts and feelings.
<a href="#">VA.1.O.3.1:</a>	Use personal symbols in artwork to document surroundings and community.
	Experiment with art processes and media to express ideas.
<a href="#">VA.1.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
<a href="#">VA.1.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., media-specific techniques
<a href="#">VA.1.S.1.3:</a>	Create works of art to tell a personal story.
<a href="#">VA.1.S.1.4:</a>	Use accurate art vocabulary to communicate ideas about art.
<a href="#">VA.1.S.2.1:</a>	Practice correct use of tools with various art media, techniques, and processes.
<a href="#">VA.1.S.2.2:</a>	Describe the steps used in art production.
	Practice skills and techniques to create with two- and/or three-dimensional media.
<a href="#">VA.1.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
<a href="#">VA.1.S.3.2:</a>	Discuss the qualities of good craftsmanship.
<a href="#">VA.1.S.3.3:</a>	Demonstrate safety procedures for using art tools and materials.
	Identify and be respectful of artwork that belongs to others and represents their ideas.
<a href="#">VA.1.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
<a href="#">LAFS.1.RL.1.2:</a>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<a href="#">LAFS.1.SL.2.5:</a>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<a href="#">MAFS.1.G.1.2:</a>	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
<a href="#">MAFS.1.G.1.3:</a>	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
<a href="#">SS.1.A.2.1:</a>	Understand history tells the story of people and events of other times and places.
	Recognize health consequences for not following rules.
<a href="#">HE.1.C.2.4:</a>	<b>Remarks/Examples:</b> Injuries, arguments, hurt feelings, and pollution.
	Make observations of living things and their environment using the five senses.
<a href="#">SC.1.L.14.1:</a>	<b>Remarks/Examples:</b> Integrate <a href="#">HE.1.C.1.6</a> . Emphasize the correct names of human body parts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Art (Elementary and Secondary Grades K-12)</a>
<a href="#">Art Education (Elementary Grades 1-6)</a>
<a href="#">Art Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 140 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15794>



# Access Art Grade 2 (#7701030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7701030

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

**Abbreviated Title:** ACCESS ART GRADE 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">VA.2.C.1.1:</a>	Use the art-making process to communicate personal interests and self-expression.
<a href="#">VA.2.C.1.2:</a>	Reflect on and discuss various possible meanings in works of art.
<a href="#">VA.2.C.2.1:</a>	Use appropriate decision-making skills to meet intended artistic objectives.
<a href="#">VA.2.C.2.2:</a>	Identify skillful techniques used in works by peers and others.
<a href="#">VA.2.C.2.2:</a>	<b>Remarks/Examples:</b> e.g., painting, drawing, clay, collage, printmaking techniques
<a href="#">VA.2.C.2.3:</a>	Use suggestions from others to modify the structural elements of art.
<a href="#">VA.2.C.3.1:</a>	Use accurate art vocabulary to identify connections among visual art and other contexts.
<a href="#">VA.2.C.3.2:</a>	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
<a href="#">VA.2.F.1.1:</a>	Use imagination to create unique artwork incorporating personal ideas and selected media.
<a href="#">VA.2.F.1.2:</a>	Explore the advantages of having multiple solutions to solve an artistic problem.
<a href="#">VA.2.F.2.1:</a>	Identify work created by artists and designers.
<a href="#">VA.2.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
<a href="#">VA.2.F.3.1:</a>	Describe the use of art to promote events within the school or community.
<a href="#">VA.2.F.3.2:</a>	Work with peers to complete a task in art.
<a href="#">VA.2.F.3.3:</a>	Use time effectively while focused on art production to show early development of 21st-century skills.
<a href="#">VA.2.H.1.1:</a>	Identify examples in which artists have created works based on cultural and life experiences.
<a href="#">VA.2.H.1.2:</a>	Distinguish between appropriate and inappropriate audience behavior.
<a href="#">VA.2.H.2.1:</a>	Identify differences or similarities in artworks across time and culture.
	Identify objects from everyday life that have been designed and created using artistic skills.

<a href="#">VA.2.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
<a href="#">VA.2.H.2.3:</a>	Identify the physical features or characteristics of artworks displayed in the community. Describe connections made between creating with art ideas and creating with information from other content areas.
<a href="#">VA.2.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., shapes and math, color mixing and science
<a href="#">VA.2.O.1.1:</a>	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
<a href="#">VA.2.O.2.1:</a>	Use personal experience to convey meaning or purpose in creating artworks.
<a href="#">VA.2.O.3.1:</a>	Create personally meaningful works of art to document and explain ideas about local and global communities. Experiment with tools and techniques as part of art-making processes.
<a href="#">VA.2.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., brush for details, fiber, series of prints, mixed media, clay
<a href="#">VA.2.S.1.2:</a>	Use diverse resources to inspire expression of personal ideas and experiences in works of art. <b>Remarks/Examples:</b> e.g., media, new technology
<a href="#">VA.2.S.1.3:</a>	Explore art from different time periods and cultures as sources for inspiration.
<a href="#">VA.2.S.1.4:</a>	Use accurate art vocabulary to discuss art.
<a href="#">VA.2.S.2.1:</a>	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
<a href="#">VA.2.S.2.2:</a>	Follow sequential procedures focused on art production. Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
<a href="#">VA.2.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., eye-hand coordination, fine-motor skills
<a href="#">VA.2.S.3.2:</a>	Demonstrate growth in craftsmanship through purposeful practice. <b>Remarks/Examples:</b>
<a href="#">VA.2.S.3.3:</a>	Follow directions for safety procedures and explain their importance in the art room. Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.
<a href="#">VA.2.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">MAFS.2.G.1.1:</a>	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<a href="#">MAFS.2.G.1.3:</a>	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<a href="#">MAFS.2.MD.1.1:</a>	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Explain the ways that rules make the classroom, school, and community safer.
<a href="#">HE.2.C.2.4:</a>	<b>Remarks/Examples:</b> Walking not running, waiting your turn, and following traffic laws.
<a href="#">SC.2.N.1.5:</a>	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). <b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Art (Elementary and Secondary Grades K-12)</a>
<a href="#">Art Education (Elementary Grades 1-6)</a>
<a href="#">Art Education (Elementary and Secondary Grades K-12)</a>

There are more than 92 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15795>



# Access Art Grade 3 (#7701035)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7701035	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS ART GRADE 3 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Status:</b> Course Approved	

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

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

## Course Standards

Name	Description
<a href="#">VA.3.C.1.1:</a>	Use the art-making process to develop ideas for self-expression.
<a href="#">VA.3.C.1.2:</a>	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
<a href="#">VA.3.C.2.1:</a>	Assess personal artworks for completeness and success in meeting intended objectives.
<a href="#">VA.3.C.2.2:</a>	Compare techniques used by peers and established artists as a basis for improving one's own work.
<a href="#">VA.3.C.2.3:</a>	Use constructive criticism to improve artwork.
<a href="#">VA.3.C.3.1:</a>	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
<a href="#">VA.3.C.3.2:</a>	Describe the connections between visual art and other contexts through observation and art criticism.
<a href="#">VA.3.C.3.3:</a>	Explain the similarities and differences between artworks and utilitarian objects.
<a href="#">VA.3.F.1.1:</a>	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
<a href="#">VA.3.F.1.2:</a>	Explore the effects and merits of different solutions to solve an artistic problem.
<a href="#">VA.3.F.2.1:</a>	Identify places where artists or designers have made an impact on the community.
<a href="#">VA.3.F.3.1:</a>	Create artwork that communicates an awareness of events within the community.
<a href="#">VA.3.F.3.2:</a>	Collaborate to complete a task in art.
<a href="#">VA.3.F.3.3:</a>	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
<a href="#">VA.3.H.1.1:</a>	Describe cultural similarities and differences in works of art.
<a href="#">VA.3.H.1.2:</a>	Describe the importance of displaying suitable behavior as part of an art audience.
<a href="#">VA.3.H.1.3:</a>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
<a href="#">VA.3.H.2.1:</a>	Compare differences or similarities in artworks across time and culture.
<a href="#">VA.3.H.2.2:</a>	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

<b>Remarks/Examples:</b> e.g., mural, mosaic
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	Describe various venues in which artwork is on display for public viewing.
<a href="#">VA.3.H.2.3:</a>	<b>Remarks/Examples:</b> e.g., museums, galleries, restaurants, virtual tours
<a href="#">VA.3.H.3.1:</a>	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
<a href="#">VA.3.O.1.1:</a>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
<a href="#">VA.3.O.2.1:</a>	Use creative and innovative ideas to complete personal artworks.
<a href="#">VA.3.O.3.1:</a>	Use symbols, visual language, and/or written language to document self or others.
<a href="#">VA.3.S.1.1:</a>	Manipulate tools and media to enhance communication in personal artworks.
	Use diverse resources to inspire artistic expression and achieve varied results.
<a href="#">VA.3.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., media center, technology, print materials
	Incorporate ideas from art exemplars for specified time periods and cultures.
<a href="#">VA.3.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., concepts, technique, media, subject matter
<a href="#">VA.3.S.1.4:</a>	Choose accurate art vocabulary to describe works of art and art processes.
<a href="#">VA.3.S.2.1:</a>	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
<a href="#">VA.3.S.2.2:</a>	Follow procedures, focusing on the art-making process.
<a href="#">VA.3.S.3.1:</a>	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
<a href="#">VA.3.S.3.2:</a>	Develop craftsmanship skills through repeated practice.
<a href="#">VA.3.S.3.3:</a>	Work within safety guidelines while using tools, media, techniques, and processes.
<a href="#">VA.3.S.3.4:</a>	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.
<a href="#">LAFS.3.RL.3.7:</a>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<a href="#">MAFS.3.G.1.2:</a>	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
<a href="#">SC.3.P.8.3:</a>	<b>Remarks/Examples:</b> ** Florida Standards Connections: <a href="#">MAFS.3.MD.2.4</a> ; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Art (Elementary and Secondary Grades K-12)</a>
<a href="#">Art Education (Elementary Grades 1-6)</a>
<a href="#">Art Education (Elementary and Secondary Grades K-12)</a>

There are more than 67 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15796>



# Access Art Grade 4 (#7701040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7701040

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

**Abbreviated Title:** ACCESS ART GRADE 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">VA.4.C.1.1:</a>	Integrate ideas during the art-making process to convey meaning in personal works of art.
<a href="#">VA.4.C.1.2:</a>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
	Revise artworks to meet established criteria.
<a href="#">VA.4.C.2.1:</a>	<b>Remarks/Examples:</b> e.g., criteria set by teacher, student, or both
<a href="#">VA.4.C.2.2:</a>	Use various resources to generate ideas for growth in personal works.
<a href="#">VA.4.C.2.3:</a>	Develop and support ideas from various resources to create unique artworks.
<a href="#">VA.4.C.3.1:</a>	Use accurate art vocabulary when analyzing works of art.
<a href="#">VA.4.C.3.2:</a>	Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
<a href="#">VA.4.C.3.3:</a>	Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
<a href="#">VA.4.F.1.1:</a>	Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
<a href="#">VA.4.F.1.2:</a>	Examine and apply creative solutions to solve an artistic problem.
<a href="#">VA.4.F.2.1:</a>	Discuss how artists and designers have made an impact on the community.
<a href="#">VA.4.F.2.2:</a>	Identify the work of local artists to become familiar with art-making careers.
	Create art to promote awareness of school and/or community concerns.
<a href="#">VA.4.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., poster, billboard
<a href="#">VA.4.F.3.2:</a>	Collaborate with peers in the art room to achieve a common art goal.
<a href="#">VA.4.F.3.3:</a>	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.
<a href="#">VA.4.H.1.1:</a>	Identify historical and cultural influences that have inspired artists to produce works of art.
<a href="#">VA.4.H.1.2:</a>	Identify suitable behavior for various art venues and events.

<a href="#">VA.4.H.1.3:</a>	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
<a href="#">VA.4.H.1.4:</a>	Identify and practice ways of showing respect for one's own and others' personal works of art.
<a href="#">VA.4.H.2.1:</a>	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
<a href="#">VA.4.H.2.2:</a>	Identify differences between artworks and utilitarian objects.
	Identify reasons to display artwork in public places.
<a href="#">VA.4.H.2.3:</a>	<b>Remarks/Examples:</b> e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
<a href="#">VA.4.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., identify facts, ideas, solutions
<a href="#">VA.4.O.1.1:</a>	Use the structural elements of art and organizational principles of design to understand the art-making process.
<a href="#">VA.4.O.1.2:</a>	Identify the structural elements of art used to unite an artistic composition.
<a href="#">VA.4.O.2.1:</a>	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
	Apply meaning and relevance to document self or others visually in artwork.
<a href="#">VA.4.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., personal ideas, observations
	Manipulate tools and materials to achieve diverse effects in personal works of art.
<a href="#">VA.4.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., charcoal, colored pencil, block printing: reduction, stencil
<a href="#">VA.4.S.1.2:</a>	Explore and use media, technology, and other art resources to express ideas visually.
<a href="#">VA.4.S.1.3:</a>	Create artworks that integrate ideas from culture or history.
<a href="#">VA.4.S.1.4:</a>	Use accurate art vocabulary to discuss works of art and the creative process.
<a href="#">VA.4.S.2.1:</a>	Organize the structural elements of art to achieve an artistic objective.
<a href="#">VA.4.S.2.2:</a>	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
<a href="#">VA.4.S.3.1:</a>	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
<a href="#">VA.4.S.3.2:</a>	Plan and produce art through ongoing practice of skills and techniques.
<a href="#">VA.4.S.3.3:</a>	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
	Discuss the importance of copyright law in regard to the creation and production of art.
<a href="#">VA.4.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., plagiarism, appropriation from the Internet and other sources
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.4.SL.1.3:</a>	Identify the reasons and evidence a speaker provides to support particular points.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<a href="#">LAFS.4.W.1.2:</a>	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.
<a href="#">LAFS.4.W.1.2d:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<a href="#">MAFS.4.G.1.3:</a>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Art (Elementary and Secondary Grades K-12)</a>
<a href="#">Art Education (Elementary Grades 1-6)</a>
<a href="#">Art Education (Elementary and Secondary Grades K-12)</a>

There are more than 65 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15797>



# Access Art Grade 5 (#7701045)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7701045

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

**Abbreviated Title:** ACCESS ART GRADE 5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">VA.5.C.1.1:</a>	Develop a range of interests in the art-making process to influence personal decision-making.
<a href="#">VA.5.C.1.2:</a>	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
<a href="#">VA.5.C.1.3:</a>	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
<a href="#">VA.5.C.2.1:</a>	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
<a href="#">VA.5.C.2.2:</a>	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
<a href="#">VA.5.C.2.3:</a>	Apply established criteria to the art-making process to measure artistic growth. <b>Remarks/Examples:</b> e.g., criteria set by teacher, student, or both
<a href="#">VA.5.C.2.4:</a>	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
<a href="#">VA.5.C.3.1:</a>	Use the structural elements of art and organizational principles of design when engaged in art criticism. Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
<a href="#">VA.5.C.3.2:</a>	<b>Remarks/Examples:</b> e.g., inference from color, line, shape, form
<a href="#">VA.5.C.3.3:</a>	Critique works of art to understand the content and make connections with other content areas. <b>Remarks/Examples:</b> e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
<a href="#">VA.5.F.1.1:</a>	Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.
<a href="#">VA.5.F.1.2:</a>	Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.
<a href="#">VA.5.F.2.1:</a>	Describe the knowledge and skills necessary for art-making and art-related careers.
<a href="#">VA.5.F.2.2:</a>	Explore careers in which artworks and utilitarian designs are created.

<a href="#">VA.5.F.2.3:</a>	Discuss contributions that artists make to society.
<a href="#">VA.5.F.3.1:</a>	Create artwork to promote public awareness of community and/or global concerns.
<a href="#">VA.5.F.3.2:</a>	Create artwork that shows procedural and analytical thinking to communicate ideas.
<a href="#">VA.5.F.3.3:</a>	Work collaboratively with others to complete a task in art and show leadership skills.
	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.
<a href="#">VA.5.F.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., reasonable timeframe established by teacher, adjusted as needed</p>
<a href="#">VA.5.H.1.1:</a>	Examine historical and cultural influences that inspire artists and their work.
<a href="#">VA.5.H.1.2:</a>	Use suitable behavior as a member of an art audience.
<a href="#">VA.5.H.1.3:</a>	Identify and describe the importance a selected group or culture places on specific works of art.
<a href="#">VA.5.H.1.4:</a>	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
<a href="#">VA.5.H.2.1:</a>	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
<a href="#">VA.5.H.2.2:</a>	Describe the ways in which artworks and utilitarian objects impact everyday life.
<a href="#">VA.5.H.2.3:</a>	Discuss artworks found in public venues to identify the significance of the work within the community.
	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.
<a href="#">VA.5.H.3.1:</a>	<p><b>Remarks/Examples:</b> e.g., identify facts, ideas, solutions</p>
<a href="#">VA.5.O.1.1:</a>	Use structural elements of art and organizational principles of design to develop content in artwork.
<a href="#">VA.5.O.1.2:</a>	Organize the structural elements of art to achieve visual unity.
<a href="#">VA.5.O.1.3:</a>	Explain how creative and technical ability is used to produce a work of art.
	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
<a href="#">VA.5.O.2.1:</a>	<p><b>Remarks/Examples:</b> e.g., knowledge, empathy, technique, artistic choices, symbolic choices</p>
<a href="#">VA.5.O.2.2:</a>	Use a variety of sources for ideas to resolve challenges in creating original works.
<a href="#">VA.5.O.3.1:</a>	Create meaningful and unique works of art to effectively communicate and document a personal voice.
	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
<a href="#">VA.5.S.1.1:</a>	<p><b>Remarks/Examples:</b> e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture</p>
	Use media, technology, and other resources to inspire personal art-making decisions.
<a href="#">VA.5.S.1.2:</a>	<p><b>Remarks/Examples:</b> e.g., books, magazines, Internet, cameras, art visuals</p>
	Create artworks to depict personal, cultural, and/or historical themes.
<a href="#">VA.5.S.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., woven mats, clay dolls, quilts</p>
<a href="#">VA.5.S.1.4:</a>	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
<a href="#">VA.5.S.2.1:</a>	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
	Identify sequential procedures to engage in art production.
<a href="#">VA.5.S.2.2:</a>	<p><b>Remarks/Examples:</b> e.g., safety procedures, media processes, organizational procedures</p>
<a href="#">VA.5.S.2.3:</a>	Visualize the end product to justify artistic choices of tools, techniques, and processes.
<a href="#">VA.5.S.3.1:</a>	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
<a href="#">VA.5.S.3.2:</a>	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
<a href="#">VA.5.S.3.3:</a>	Use tools, media, techniques, and processes in a safe and responsible manner.
	Use ethical standards, including copyright laws, when producing works of art.
<a href="#">VA.5.S.3.4:</a>	<p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p>
<a href="#">LAFS.5.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>
<a href="#">LAFS.5.RL.3.7:</a>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, <b>building on others' ideas and expressing their own clearly.</b> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
<a href="#">LAFS.5.SL.1.1:</a>	
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>
<a href="#">LAFS.5.W.1.2:</a>	

e. Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.W.1.2d:](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Art \(Elementary and Secondary Grades K-12\)](#)

[Art Education \(Elementary Grades 1-6\)](#)

[Art Education \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 118 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15798>



# Access Language Arts - Kindergarten (#7710011)

{ [Language Arts - Grade Kindergarten - 5010041](#) }

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7710011</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - K</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## Course Standards

Name	Description												
<a href="#">LAFS.K.L.1.1:</a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.K.L.1.AP.1a:</a></td> <td>Print many upper- and lowercase letters.</td> </tr> <tr> <td><a href="#">LAFS.K.L.1.AP.1b:</a></td> <td>Use high-frequency nouns in dictating or writing.</td> </tr> <tr> <td><a href="#">LAFS.K.L.1.AP.1c:</a></td> <td>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td> </tr> <tr> <td><a href="#">LAFS.K.L.1.AP.1d:</a></td> <td>Use complete sentences in a shared language activity.</td> </tr> <tr> <td><a href="#">LAFS.K.L.1.AP.1e:</a></td> <td>Use appropriate question words when asking a question (e.g., who, what, where, when, why, how).</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.K.L.1.AP.1a:</a>	Print many upper- and lowercase letters.	<a href="#">LAFS.K.L.1.AP.1b:</a>	Use high-frequency nouns in dictating or writing.	<a href="#">LAFS.K.L.1.AP.1c:</a>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<a href="#">LAFS.K.L.1.AP.1d:</a>	Use complete sentences in a shared language activity.	<a href="#">LAFS.K.L.1.AP.1e:</a>	Use appropriate question words when asking a question (e.g., who, what, where, when, why, how).
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<a href="#">LAFS.K.L.1.AP.1e:</a>	Use appropriate question words when asking a question (e.g., who, what, where, when, why, how).												
<a href="#">LAFS.K.L.1.2:</a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol> <p><b>Related Access Points</b></p>												

Name	Description
<a href="#">LAFS.K.L.1.AP.2a:</a>	Capitalize the first word in a sentence and the pronoun "I."
<a href="#">LAFS.K.L.1.AP.2b:</a>	Write a letter or letters for consonant and short-vowel sounds (phonemes).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

[LAFS.K.L.3.4:](#)

- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.L.3.AP.4a:</a>	Identify an affix or inflectional ending for a frequently occurring word.
<a href="#">LAFS.K.L.3.AP.4b:</a>	Identify the meaning of common inflections and affixes.
<a href="#">LAFS.K.L.3.AP.4c:</a>	Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.
<a href="#">LAFS.K.L.3.AP.4d:</a>	Identify new meanings for familiar words.

With guidance and support from adults, explore word relationships and nuances in word meanings.

[LAFS.K.L.3.5:](#)

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.L.3.AP.5a:</a>	With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
<a href="#">LAFS.K.L.3.AP.5b:</a>	With guidance and support, match the opposites for frequently used verbs and adjectives.
<a href="#">LAFS.K.L.3.AP.5c:</a>	With guidance and support, use newly acquired words in real-life context.

[LAFS.K.L.3.6:](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.L.3.AP.6a:</a>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<a href="#">LAFS.K.L.3.AP.6b:</a>	With guidance and support, use newly acquired words in real-life context.

Demonstrate understanding of the organization and basic features of print.

[LAFS.K.RF.1.1:](#)

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.1.AP.1b:</a>	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken "orally read" word to a written word.
<a href="#">LAFS.K.RF.1.AP.1c:</a>	Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
<a href="#">LAFS.K.RF.1.AP.1d:</a>	Recognize that words are separated by spaces in print.
<a href="#">LAFS.K.RF.1.AP.1e:</a>	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken "orally read" word to the written word.
<a href="#">LAFS.K.RF.1.AP.1f:</a>	Identify familiar written words when spoken (e.g., show me the word "Tony").
<a href="#">LAFS.K.RF.1.AP.1g:</a>	Identify or name uppercase letters of the alphabet.
<a href="#">LAFS.K.RF.1.AP.1h:</a>	Identify or name lowercase letters of the alphabet.

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[LAFS.K.RF.2.2:](#)

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.2.AP.2a:</a>	Identify familiar written words when spoken.
<a href="#">LAFS.K.RF.2.AP.2b:</a>	Recognize rhyming words.
<a href="#">LAFS.K.RF.2.AP.2c:</a>	Produce rhyming words.
<a href="#">LAFS.K.RF.2.AP.2d:</a>	Count syllables in spoken words.

<a href="#">LAFS.K.RF.2.AP.2e:</a>	Blend and segment syllables in spoken words.
<a href="#">LAFS.K.RF.2.AP.2f:</a>	Blend and segment onsets and rimes of single-syllable spoken words.
<a href="#">LAFS.K.RF.2.AP.2g:</a>	Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).
<a href="#">LAFS.K.RF.2.AP.2h:</a>	Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).
<a href="#">LAFS.K.RF.2.AP.2i:</a>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[LAFS.K.RF.3.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.3.AP.3a:</a>	Recognize the sound(s) for each letter.
<a href="#">LAFS.K.RF.3.AP.3b:</a>	Produce the sound(s) for each letter.
<a href="#">LAFS.K.RF.3.AP.3c:</a>	Identify words with long and short vowel sounds for the five major vowel sounds.
<a href="#">LAFS.K.RF.3.AP.3d:</a>	Identify the sound that differs between two similarly spelled words (e.g., sit, hit).
<a href="#">LAFS.K.RF.3.AP.3e:</a>	Read common kindergarten high-frequency words by sight.

[LAFS.K.RF.4.4:](#)

Read emergent-reader texts with purpose and understanding.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RF.4.AP.4a:</a>	Participate in reading emergent-reader texts.
<a href="#">LAFS.K.RF.4.AP.4b:</a>	Read emergent-reader texts with purpose.
<a href="#">LAFS.K.RF.4.AP.4c:</a>	Indicate something learned or enjoyed in reading emergent-reader texts.

[LAFS.K.RI.1.1:](#)

With prompting and support, ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.1a:</a>	With prompting and support, answer questions about key details in a text.
<a href="#">LAFS.K.RI.1.AP.1b:</a>	With prompting and support, ask questions about key details in a text.

[LAFS.K.RI.1.2:](#)

With prompting and support, identify the main topic and retell key details of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.2a:</a>	Discuss key details and main topic of a preferred text.
<a href="#">LAFS.K.RI.1.AP.2b:</a>	With prompting and support, identify the main topic.
<a href="#">LAFS.K.RI.1.AP.2c:</a>	With prompting and support, retell/identify key details in a text.

[LAFS.K.RI.1.3:](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.3a:</a>	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information.

[LAFS.K.RI.2.4:](#)

With prompting and support, ask and answer questions about unknown words in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RI.2.5:](#)

Identify the front cover, back cover, and title page of a book.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.5a:</a>	Distinguish the front of a book from the back of a book.
<a href="#">LAFS.K.RI.2.AP.5b:</a>	Identify the title of an informational text on the title page.
<a href="#">LAFS.K.RI.2.AP.5c:</a>	Identify the title of a story or poem on the title page.

[LAFS.K.RI.2.6:](#)

With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.6a:</a>	Identify the author of an informational text.
<a href="#">LAFS.K.RI.2.AP.6b:</a>	Define the role of the author in presenting the ideas and information of an informational text.
<a href="#">LAFS.K.RI.2.AP.6c:</a>	Define the role of the illustrator in presenting an informational text.

[LAFS.K.RI.3.7:](#)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.3.AP.7a:</a>	Identify a labeled photo, diagram or graphic from within an informational text.
<a href="#">LAFS.K.RI.3.AP.7b:</a>	With prompting and support, interpret the information provided in photos, diagrams or graphics and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

[LAFS.K.RI.3.8:](#)

With prompting and support, identify the reasons an author gives to support points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.3.AP.8a:</a>	With prompting and support, identify the facts an author gives to support points in a text.

[LAFS.K.RI.3.9:](#)

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.3.AP.9a:</a>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).

[LAFS.K.RI.4.10:](#)

Actively engage in group reading activities with purpose and understanding.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.K.RI.4.AP.10c:</a>	Engage in group reading of informational text by sharing something learned or something enjoyed.

[LAFS.K.RL.1.1:](#)

With prompting and support, ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.1.AP.1a:</a>	With prompting and support, answer questions about key details in a story.
<a href="#">LAFS.K.RL.1.AP.1b:</a>	With prompting and support, ask questions about key details in a story.

[LAFS.K.RL.1.2:](#)

With prompting and support, retell familiar stories, including key details.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.1.AP.2a:</a>	With prompting and support, retell a favorite story, including key details.
<a href="#">LAFS.K.RL.1.AP.2b:</a>	With prompting and support, sequence a set of events in a familiar story.
<a href="#">LAFS.K.RL.1.AP.2c:</a>	With prompting and support, identify the beginning, middle and ending of a familiar story.
<a href="#">LAFS.K.RL.1.AP.2d:</a>	Retell a familiar story (e.g., What was the story about?).

[LAFS.K.RL.1.3:](#)

With prompting and support, identify characters, settings, and major events in a story.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.1.AP.3a:</a>	With prompting and support, identify characters in a story.
<a href="#">LAFS.K.RL.1.AP.3b:</a>	With prompting and support, identify major events in a story.
<a href="#">LAFS.K.RL.1.AP.3c:</a>	With prompting and support, identify a setting in a story.

[LAFS.K.RL.2.4:](#)

With prompting and support, ask and answer questions about unknown words in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RL.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RL.2.5:](#)

Recognize common types of texts (e.g., storybooks, poems).

### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.2.AP.5a:</a>	Answer questions about reading, such as "What do we read?".
<a href="#">LAFS.K.RL.2.AP.5b:</a>	Identify a story, book, poem, etc.

[LAFS.K.RL.2.6:](#)

With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.2.AP.6a:</a>	With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).
<a href="#">LAFS.K.RL.2.AP.6b:</a>	With prompting and support, define the role of the author.
<a href="#">LAFS.K.RL.2.AP.6c:</a>	With prompting and support, identify the illustrator.
<a href="#">LAFS.K.RL.2.AP.6d:</a>	With prompting and support, define the role of the illustrator.

[LAFS.K.RL.3.7:](#)

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.3.AP.7a:</a>	With prompting and support, identify illustrations to aid comprehension.
<a href="#">LAFS.K.RL.3.AP.7b:</a>	With prompting and support, identify the relationship between an illustration and the story.

[LAFS.K.RL.3.9:](#)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.3.AP.9a:</a>	With prompting and support, compare (i.e., find something the same) between familiar stories.
<a href="#">LAFS.K.RL.3.AP.9b:</a>	With prompting and support, contrast (i.e., find differences) between two familiar stories.

[LAFS.K.RL.4.10:](#)

Actively engage in group reading activities with purpose and understanding.

### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.4.AP.10a:</a>	Answer questions about reading, such as "Why do we read? What do we read?".
<a href="#">LAFS.K.RL.4.AP.10b:</a>	Choose narrative or informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RL.4.AP.10c:</a>	Engage in group reading of stories or poems by sharing something learned or something enjoyed.

[LAFS.K.SL.1.1:](#)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.SL.1.2:](#)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.2a:</a>	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.AP.2b:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

[LAFS.K.SL.1.3:](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.3a:</a>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.

[LAFS.K.SL.2.4:](#)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.4a:</a>	Describe familiar people, places, things and events orally or in writing.
<a href="#">LAFS.K.SL.2.AP.4b:</a>	With prompting and support, provide additional details to the description or drawings of familiar people, places, things and events.

[LAFS.K.SL.2.AP.4c](#): Present, orally or in writing, factual information of familiar people, places, things and events.

[LAFS.K.SL.2.AP.4d](#): Describe a single event or a series of events using drawings or simple sentences.

[LAFS.K.SL.2.5](#):

Add drawings or other visual displays to descriptions as desired to provide additional detail.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.5a</a>	Use drawings or visual displays to add detail to written products or oral discussions.

[LAFS.K.SL.2.6](#):

Speak audibly and express thoughts, feelings, and ideas clearly.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.6a</a>	Orally share information from a selected permanent product or a favorite text.

[LAFS.K.W.1.1](#):

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.1a</a>	Draw, dictate or write an idea about a topic or text.
<a href="#">LAFS.K.W.1.AP.1b</a>	State an opinion or preference about the topic.
<a href="#">LAFS.K.W.1.AP.1c</a>	Write, draw or dictate an opinion statement about a topic or book of interest.

[LAFS.K.W.1.2](#):

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.2a</a>	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
<a href="#">LAFS.K.W.1.AP.2b</a>	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
<a href="#">LAFS.K.W.1.AP.2c</a>	Organize information on a topic that includes two pieces of relevant content.

[LAFS.K.W.1.3](#):

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.3a</a>	Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log).
<a href="#">LAFS.K.W.1.AP.3b</a>	Write, dictate or draw about an event.
<a href="#">LAFS.K.W.1.AP.3c</a>	Describe a single event or a series of events using drawings or simple sentences.

[LAFS.K.W.2.5](#):

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.2.AP.5a</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.K.W.2.AP.5b</a>	With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.K.W.2.AP.5c</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

[LAFS.K.W.2.6](#):

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.2.AP.6a</a>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

[LAFS.K.W.3.7](#):

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

[LAFS.K.W.3.8](#):

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.3.AP.8a</a>	Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out?).
<a href="#">LAFS.K.W.3.AP.8b</a>	Use provided illustrations or visual displays to gain information on a topic.
<a href="#">LAFS.K.W.3.AP.8c</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.

[LAFS.K.W.3.AP.8d](#): With guidance and support from adults, recall information from experiences to answer a question.

Recognize warning labels and signs on hazardous products and places.

[HE.K.B.3.1:](#)

**Remarks/Examples:**

Poison symbol, universal symbol for "no," and crosswalk signals.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.3.In.a:</a>	Recognize selected warning labels and signs on hazardous products and places, such as poison labels and crosswalk signals.
<a href="#">HE.K.B.3.Su.a:</a>	Recognize a warning sign of selected products or situations that may be harmful to children, such as cleaning products, crossing the street, or wet floors.
<a href="#">HE.K.B.3.Pa.a:</a>	Associate a selected warning sign with a product or situation that may be harmful to children, such as cleaning products and crossing the street.

Recognize school and community health helpers.

[HE.K.B.3.2:](#)

**Remarks/Examples:**

Fire, police, medical, and school personnel.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.3.In.b:</a>	Recognize health helpers in the school or community, such as teachers, school nurses, and doctors.
<a href="#">HE.K.B.3.Su.b:</a>	Recognize a health helper in the school or community, such as a teacher, the school nurse, or a doctor.
<a href="#">HE.K.B.3.Pa.b:</a>	Associate a member of the school with health, such as the school nurse.

Recognize healthy ways to express needs, wants, and feelings.

[HE.K.B.4.1:](#)

**Remarks/Examples:**

How to share objects and time, how to be an effective family member, and how to use manners.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.4.In.a:</a>	Recognize healthy ways to express needs and wants in the classroom, such as sharing objects and time, and using manners.
<a href="#">HE.K.B.4.Su.a:</a>	Recognize a healthy way to express a need or want in the classroom, such as sharing objects and time or using manners.
<a href="#">HE.K.B.4.Pa.a:</a>	Associate communication with expressing a personal need.

Demonstrate listening skills to enhance health.

[HE.K.B.4.2:](#)

**Remarks/Examples:**

Using manners, asking questions, and looking at the speaker.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.4.In.b:</a>	Use selected listening skills to enhance health, such as listening quietly, not interrupting, and making eye contact.
<a href="#">HE.K.B.4.Su.b:</a>	Use a selected listening skill to enhance health, such as making eye contact or not interrupting.
<a href="#">HE.K.B.4.Pa.b:</a>	Attend selected meetings to enhance one's own health.

Identify the appropriate responses to unwanted and threatening situations.

[HE.K.B.4.3:](#)

**Remarks/Examples:**

Tell a trusted adult, police officer, and/or parent; seek safety and run for help.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.4.In.c:</a>	Recognize appropriate responses to unwanted and threatening school situations, such as telling a trusted adult, seeking safety, and running away.
<a href="#">HE.K.B.4.Su.c:</a>	Recognize one appropriate response to an unwanted or threatening school situation, such as telling a trusted adult, seeking safety, or running away.
<a href="#">HE.K.B.4.Pa.c:</a>	Recognize communication as a way to avoid an unwanted situation.

Name situations when a health-related decision can be made individually or when assistance is needed.

[HE.K.B.5.1:](#)

**Remarks/Examples:**

Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.

**Related Access Points**

Name	Description
<a href="#">HE.K.B.5.In.a:</a>	Recognize situations when a health-related decision can be made individually or when assistance is needed, such as following school rules, getting dressed, following good-hygiene practices, and going in a swimming pool.
<a href="#">HE.K.B.5.Su.a:</a>	Recognize selected situations when a health-related decision requires assistance from an adult, such as what to do when injured or sick.

[HE.K.B.5.Pa.a:](#) Recognize a person who can assist with a health-related decision or problem, such as a parent or teacher.

Explain the purpose and necessity of rules and laws at home, school, and community.

[SS.K.C.1.2:](#)

**Remarks/Examples:**

Examples are attending school and wearing a seat belt.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.1.In.b:</a>	Identify reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Su.b:</a>	Recognize reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Pa.b:</a>	Associate a simple rule with a behavior in the classroom.

Demonstrate the characteristics of being a good citizen.

[SS.K.C.2.1:](#)

**Remarks/Examples:**

Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.a:</a>	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.
<a href="#">SS.K.C.2.Su.a:</a>	Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.
<a href="#">SS.K.C.2.Pa.a:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

[SS.K.C.2.2:](#)

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.b:</a>	Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.
<a href="#">SS.K.C.2.Su.b:</a>	Recognize a way to avoid conflicts with friends, such as by sharing.
<a href="#">SS.K.C.2.Pa.b:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

[SC.K.L.14.2:](#)

Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.2:</a>	Identify a behavior of an animal or plant in a book or other media that is not real.
<a href="#">SC.K.L.14.Su.2:</a>	Distinguish a real animal and an animal that is not a living thing, such as a toy animal.
<a href="#">SC.K.L.14.Pa.2:</a>	Distinguish between a plant and animal.

[SC.K.N.1.1:](#)

Collaborate with a partner to collect information.

**Remarks/Examples:**

Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.1:</a>	Identify a partner to obtain information.
<a href="#">SC.K.N.1.Su.1:</a>	Collect a designated item with a partner.
<a href="#">SC.K.N.1.Pa.1:</a>	Share objects with a partner.

[SC.K.N.1.3:](#)

Keep records as appropriate -- such as pictorial records -- of investigations conducted.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.3:</a>	Observe, explore, and create a visual representation of real objects.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

[Early Childhood Education \(Early Childhood\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[English \(Elementary Grades 1-6\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#) Plus [Elementary Education \(Elementary Grades 1-6\)](#)

<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
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<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 433 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15451>



# Access Language Arts - Grade 1 (#7710012)

{ [Language Arts - Grade 1 - 5010042](#) }

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<p><b>Course Number:</b> 7710012</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 1</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - 1</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## Course Standards

Name	Description
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Print all upper- and lowercase letters.
	b. Use common, proper, and possessive nouns.
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
	f. Use frequently occurring adjectives.
	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	h. Use determiners (e.g., articles, demonstratives).
	i. Use frequently occurring prepositions (e.g., during, beyond, toward).
	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<a href="#">LAFS.1.L.1.1:</a>	
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.1.L.1.AP.1a:</a>	Use frequently occurring nouns in speaking or writing.
<a href="#">LAFS.1.L.1.AP.1b:</a>	Print upper- and lowercase letters.
<a href="#">LAFS.1.L.1.AP.1c:</a>	Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing or speaking.
<a href="#">LAFS.1.L.1.AP.1d:</a>	Use frequently occurring adjectives in speaking or writing.
<a href="#">LAFS.1.L.1.AP.1e:</a>	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing.
<a href="#">LAFS.1.L.1.AP.1f:</a>	Use verbs to convey a sense of past, present or future in writing or speaking.
<a href="#">LAFS.1.L.1.AP.1g:</a>	Use frequently occurring prepositions (e.g., on, in) in speaking or writing.
<a href="#">LAFS.1.L.1.AP.1h:</a>	Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing or speaking.
<a href="#">LAFS.1.L.1.AP.1i:</a>	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

[LAFS.1.L.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.L.1.AP.2a:</a>	Use end punctuation for sentences.
<a href="#">LAFS.1.L.1.AP.2b:</a>	Use capitalization of first word in sentence, pronoun "I," dates and names of people.
<a href="#">LAFS.1.L.1.AP.2c:</a>	Use conventional spelling for words with common spelling patterns.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

[LAFS.1.L.3.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.L.3.AP.4a:</a>	Use frequently occurring affixes as a clue to determine the meaning of the word.
<a href="#">LAFS.1.L.3.AP.4b:</a>	Use context within a sentence as a clue to determine the meaning of a word or phrase.

With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

[LAFS.1.L.3.5:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.L.3.AP.5a:</a>	With guidance and support, identify the category for a given word (e.g., a duck is a bird).
<a href="#">LAFS.1.L.3.AP.5b:</a>	With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
<a href="#">LAFS.1.L.3.AP.5c:</a>	With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
<a href="#">LAFS.1.L.3.AP.5d:</a>	With guidance and support, use newly acquired words in real-life context.

[LAFS.1.L.3.6:](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.L.3.AP.6a:</a>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<a href="#">LAFS.1.L.3.AP.6b:</a>	With guidance and support, use newly acquired words in real-life context.
<a href="#">LAFS.1.L.3.AP.6c:</a>	Use frequently occurring conjunctions to signal simple relationships.

[LAFS.1.RF.1.1:](#)

Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.1.AP.1a:</a>	Recognize the distinguishing features of a sentence (e.g., ending punctuation).
<a href="#">LAFS.1.RF.1.AP.1b:</a>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization).

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

[LAFS.1.RF.2.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.2.AP.2a:</a>	Identify long or short vowel sounds in spoken single-syllable words.
<a href="#">LAFS.1.RF.2.AP.2b:</a>	Produce single-syllable words by blending the individual sounds (phonemes) together, including consonant blends.
<a href="#">LAFS.1.RF.2.AP.2c:</a>	Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words.
<a href="#">LAFS.1.RF.2.AP.2d:</a>	Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
<a href="#">LAFS.1.RF.2.AP.2e:</a>	Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
<a href="#">LAFS.1.RF.2.AP.2f:</a>	Orally produce the complete sequence of individual sounds (phonemes) in single-syllable words.

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

[LAFS.1.RF.3.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.3.AP.3a:</a>	Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).
<a href="#">LAFS.1.RF.3.AP.3b:</a>	Decode regularly spelled consonant-vowel-consonant (CVC), CV and VC words.
<a href="#">LAFS.1.RF.3.AP.3c:</a>	Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
<a href="#">LAFS.1.RF.3.AP.3d:</a>	Determine the number of syllables in a printed word based on knowledge that every syllable must have a vowel sound.
<a href="#">LAFS.1.RF.3.AP.3e:</a>	Recognize and pronounce two-syllable words by using knowledge of how to break words into syllables.
<a href="#">LAFS.1.RF.3.AP.3f:</a>	Read or identify frequently occurring words with inflectional endings.
<a href="#">LAFS.1.RF.3.AP.3g:</a>	Recognize and pronounce grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.1.RF.4.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.1.RF.4.AP.4b:</a>	Read grade-level text with accuracy and appropriate rate on successive attempts.
<a href="#">LAFS.1.RF.4.AP.4c:</a>	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.

[LAFS.1.RI.1.1:](#)

Ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.1a:</a>	Answer questions about key details in a text read, read aloud or viewed.
<a href="#">LAFS.1.RI.1.AP.1b:</a>	Ask questions about key details in a text read, read aloud or viewed.

[LAFS.1.RI.1.2:](#)

Identify the main topic and retell key details of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.2a:</a>	Discuss key details and the main topic of a preferred text.
<a href="#">LAFS.1.RI.1.AP.2b:</a>	Identify the main topic of an informational text.
<a href="#">LAFS.1.RI.1.AP.2c:</a>	Retell/identify key details in an informational text.

[LAFS.1.RI.1.3:](#)

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.3a:</a>	Describe the connection between two individuals in a text.
<a href="#">LAFS.1.RI.1.AP.3b:</a>	Describe the connection between events in a text.
<a href="#">LAFS.1.RI.1.AP.3c:</a>	Describe the connection between pieces of information in a text.

[LAFS.1.RI.2.4:](#)

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text.

[LAFS.1.RI.2.AP.4c:](#) Ask questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.2.AP.4d:](#) Answer questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.2.5:](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.5a:</a>	Identify text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5b:</a>	Use text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5c:</a>	Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

[LAFS.1.RI.2.6:](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.6a:</a>	Identify the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6b:</a>	Identify the information provided by words in a text.
<a href="#">LAFS.1.RI.2.AP.6c:</a>	Compare and contrast the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6d:</a>	Compare and contrast the information provided by words in a text.

[LAFS.1.RI.3.7:](#) Use the illustrations and details in a text to describe its key ideas.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.7a:</a>	Use the photos, diagrams or graphics in a text to describe or identify its key ideas.
<a href="#">LAFS.1.RI.3.AP.7b:</a>	Use the details in a text to describe its key ideas.

[LAFS.1.RI.3.8:](#) Identify the reasons an author gives to support points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.

[LAFS.1.RI.3.9:](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.9a:</a>	Identify basic similarities in two texts on the same topic (e.g., in illustrations, descriptions or procedures).
<a href="#">LAFS.1.RI.3.AP.9b:</a>	Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

[LAFS.1.RI.4.10:](#) With prompting and support, read informational texts appropriately complex for grade 1.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.4.AP.10a:</a>	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).

[LAFS.1.RL.1.1:](#) Ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.1a:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why).
<a href="#">LAFS.1.RL.1.AP.1b:</a>	Ask questions about key details in a familiar story.

[LAFS.1.RL.1.2:](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.2a:</a>	Retell a favorite text, including key details.
<a href="#">LAFS.1.RL.1.AP.2b:</a>	Use details to tell what happened in a story.
<a href="#">LAFS.1.RL.1.AP.2c:</a>	Retell the sequence of events in a story.
<a href="#">LAFS.1.RL.1.AP.2d:</a>	Retell stories and demonstrate understanding of their central message or lesson.

[LAFS.1.RL.1.3:](#) Describe characters, settings, and major events in a story, using key details.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.3a:</a>	Identify events in a familiar story.
<a href="#">LAFS.1.RL.1.AP.3b:</a>	Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.

<a href="#">LAFS.1.RL.1.AP.3c:</a>	Identify and/or describe the characters from a story.
<a href="#">LAFS.1.RL.1.AP.3d:</a>	Identify and/or describe a major event from a story.
<a href="#">LAFS.1.RL.1.AP.3e:</a>	Answer questions regarding key events of stories.
<a href="#">LAFS.1.RL.1.AP.3f:</a>	Identify and/or describe a setting in a story.
<a href="#">LAFS.1.RL.1.AP.3g:</a>	Describe feelings of characters.

[LAFS.1.RL.2.4:](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RL.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.

[LAFS.1.RL.2.5:](#)

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RL.2.AP.5a:</a>	Read books to examine how certain genres are written (e.g., to tell stories or give information).
<a href="#">LAFS.1.RL.2.AP.5b:</a>	Identify the purpose of storybooks and informational text.

[LAFS.1.RL.2.6:](#)

Identify who is telling the story at various points in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RL.2.AP.6a:</a>	Identify different points of view of different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)

[LAFS.1.RL.3.7:](#)

Use illustrations and details in a story to describe its characters, setting, or events.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RL.3.AP.7a:</a>	Use text features to aid comprehension.
<a href="#">LAFS.1.RL.3.AP.7b:</a>	Use key illustrations in the story to describe the story's characters, settings or events.
<a href="#">LAFS.1.RL.3.AP.7c:</a>	Use illustrations and details in a story to describe its characters, setting or events.

[LAFS.1.RL.3.9:](#)

Compare and contrast the adventures and experiences of characters in stories.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RL.3.AP.9a:</a>	Compare and contrast (what is the same and what is different) the experiences of characters in stories.
<a href="#">LAFS.1.RL.3.AP.9b:</a>	Compare and contrast the adventures of characters in stories.

[LAFS.1.RL.4.10:](#)

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RL.4.AP.10a:</a>	Choose narrative text (e.g., prose, poetry, story) or adapted text to read and reread, listen to or view for a variety purposes.

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

[LAFS.1.SL.1.1:](#)

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. **Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.SL.1.2:](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts or topics presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2b:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.

[LAFS.1.SL.1.AP.2c](#): Ask questions about key details in a story or information presented orally or through other media.

[LAFS.1.SL.1.3](#):

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.3a</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.1.SL.1.AP.3b</a>	Answer questions about what a speaker says.

[LAFS.1.SL.2.4](#):

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.4a</a>	Retell a text, including key details.
<a href="#">LAFS.1.SL.2.AP.4b</a>	Describe factual information about people, places, things and events with relevant details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4c</a>	Present, orally or in writing, factual information of familiar people, places, things and events describing subtopics of larger topics.
<a href="#">LAFS.1.SL.2.AP.4d</a>	Describe ideas about familiar people, places, things and events with details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4e</a>	Describe people, places, things and events with relevant details.
<a href="#">LAFS.1.SL.2.AP.4f</a>	Describe a single event or a series of events that includes details about what happened orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4g</a>	Describe familiar people, places, things and events with details orally or in writing.

[LAFS.1.SL.2.5](#):

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.5a</a>	Use drawings or visual displays to add detail to written products or oral discussions.

[LAFS.1.SL.2.6](#):

Produce complete sentences when appropriate to task and situation.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.6a</a>	Engage in small or large group discussions by sharing one's own writing.
<a href="#">LAFS.1.SL.2.AP.6b</a>	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to the task and situation.

[LAFS.1.W.1.1](#):

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.1a</a>	Use descriptions and details of familiar people, places, things and events to support an opinion.
<a href="#">LAFS.1.W.1.AP.1b</a>	Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.
<a href="#">LAFS.1.W.1.AP.1c</a>	Organize an opinion piece starting with a topical or opinion statement followed by reasons.
<a href="#">LAFS.1.W.1.AP.1d</a>	Write an opinion piece that includes a sense of closure.

[LAFS.1.W.1.2](#):

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.2a</a>	Write simple statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.1.W.1.AP.2b</a>	Provide a concluding statement or section to a permanent product.

[LAFS.1.W.1.3](#):

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.3a</a>	Describe orally or in writing a single event or a series of events that includes details about what happened.
<a href="#">LAFS.1.W.1.AP.3b</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.1.W.1.AP.3c</a>	Write a narrative that includes a sense of closure.

[LAFS.1.W.2.5](#):

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.5a</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5b</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.1.W.2.AP.5c</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.1.W.2.AP.5d</a>	With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.

[LAFS.1.W.2.AP.5e](#): With guidance and support from adults, work with a peer to evaluate a permanent product.

[LAFS.1.W.2.6](#):

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.6a</a> :	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
<a href="#">LAFS.1.W.2.AP.6b</a> :	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

[LAFS.1.W.3.7](#):

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.7a</a> :	Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).
<a href="#">LAFS.1.W.3.AP.7b</a> :	Participate in a shared writing project to produce a product to represent the group's research.
<a href="#">LAFS.1.W.3.AP.7c</a> :	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.1.W.3.8](#):

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.8a</a> :	With guidance and support from adults, recall information from experiences to answer a question.
<a href="#">LAFS.1.W.3.AP.8b</a> :	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
<a href="#">LAFS.1.W.3.AP.8c</a> :	Use illustrations and details in a text to obtain facts and compose information on a topic.

[HE.1.B.3.1](#):

Determine the meaning of warning labels and signs on hazardous products and places

#### Remarks/Examples:

Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.

#### Related Access Points

Name	Description
<a href="#">HE.1.B.3.In.a</a> :	Identify the meaning of common warning labels and signs on hazardous products and situations, such as burns, poison, and no-swimming areas.
<a href="#">HE.1.B.3.Su.a</a> :	Recognize the meaning of a warning label or sign for a hazardous product.
<a href="#">HE.1.B.3.Pa.a</a> :	Recognize a selected warning sign of a product that is harmful, such as poisonous products.

Identify trusted adults and professionals who can help promote health.

[HE.1.B.3.2](#):

#### Remarks/Examples:

Parent, teacher, coach, counselor, and school nurse.

#### Related Access Points

Name	Description
<a href="#">HE.1.B.3.In.b</a> :	Recognize trusted adults and professionals who can help promote health, such as fire rescue/EMT, police, counselors, nurses, dentists, and doctors.
<a href="#">HE.1.B.3.Su.b</a> :	Recognize trusted adults and professionals who can help promote health at school, such as a teacher, a counselor, and the school nurse.
<a href="#">HE.1.B.3.Pa.b</a> :	Recognize a trusted adult in the classroom who can help promote health, such as a teacher.

Identify healthy ways to express needs, wants, and feelings.

[HE.1.B.4.1](#):

#### Remarks/Examples:

Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."

#### Related Access Points

Name	Description
<a href="#">HE.1.B.4.In.a</a> :	Recognize healthy ways to express needs, wants, and feelings in the classroom, such as telling the teacher about needs or fears, and reporting aggression.
<a href="#">HE.1.B.4.Su.a</a> :	Recognize a healthy way to express needs and wants in the classroom, such as telling the teacher or reporting aggression.
<a href="#">HE.1.B.4.Pa.a</a> :	Recognize a way to communicate a personal need or want in the classroom.

Describe good listening skills to enhance health.

[HE.1.B.4.2](#):

#### Remarks/Examples:

Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.

#### Related Access Points

Name	Description
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[HE.1.B.4.In.b:](#) Identify good listening skills that enhance health, such as focusing on the speaker and not interrupting.

[HE.1.B.4.Su.b:](#) Recognize good listening skills that enhance health, such as focusing on the speaker and not interrupting.

[HE.1.B.4.Pa.b:](#) Recognize a good listening behavior to enhance health, such as looking at the person who is speaking.

Describe ways to respond when in an unwanted, threatening, or dangerous situation.

[HE.1.B.4.3:](#)

**Remarks/Examples:**

Leave, tell a trusted adult, and say "no."

**Related Access Points**

Name	Description
<a href="#">HE.1.B.4.In.c:</a>	Identify ways to respond in an unwanted, threatening, or dangerous situation, such as leaving, telling a trusted adult, and saying "no."
<a href="#">HE.1.B.4.Su.c:</a>	Recognize ways to respond to threatening classroom situations, such as leaving, telling a trusted adult, and saying "no."
<a href="#">HE.1.B.4.Pa.c:</a>	Recognize a way to respond in a selected unwanted or threatening situation.

Describe situations when a health-related decision can be made individually or when assistance is needed.

[HE.1.B.5.1:](#)

**Remarks/Examples:**

Crossing a street, choosing foods, washing hands, and participating in recreational water activities.

**Related Access Points**

Name	Description
<a href="#">HE.1.B.5.In.a:</a>	Identify situations when a health-related decision can be made individually or when assistance is needed, such as crossing the street, making food choices, and washing hands.
<a href="#">HE.1.B.5.Su.a:</a>	Identify selected situations when a health-related decision requires personal assistance, such as making healthy food choices and handling sharp objects.
<a href="#">HE.1.B.5.Pa.a:</a>	Recognize a classroom situation when a health-related decision requires personal assistance, such as making healthy food choices.

Explain the purpose of rules and laws in the school and community.

[SS.1.C.1.1:](#)

**Remarks/Examples:**

Examples are keeping order and ensuring safety.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.1.In.a:</a>	Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Su.a:</a>	Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Pa.a:</a>	Associate a classroom rule with a consequence.

Explain the rights and responsibilities students have in the school community.

[SS.1.C.2.1:](#)

**Remarks/Examples:**

Examples are not littering, coming to school on time, and having a safe learning environment.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.a:</a>	Identify student responsibilities in the classroom and school, such as completing tasks and following rules.
<a href="#">SS.1.C.2.Su.a:</a>	Recognize ways to be responsible in the classroom, such as completing tasks.
<a href="#">SS.1.C.2.Pa.a:</a>	Associate completing a task with a classroom responsibility.

Recognize symbols and individuals that represent American constitutional democracy.

[SS.1.C.3.2:](#)

**Remarks/Examples:**

Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.3.In.b:</a>	Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.
<a href="#">SS.1.C.3.Su.b:</a>	Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.
<a href="#">SS.1.C.3.Pa.b:</a>	Recognize the American flag.

Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

[SC.1.N.1.2:](#)

**Remarks/Examples:**

Florida Standards Connections: [LAFS.1.W.3.8](#). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Refer to [MAFS.K12.MP.5](#): Use appropriate tools strategically.

**Related Access Points**

Name	Description
<a href="#">SC.1.N.1.In.2:</a>	Use careful observation to identify objects based on size, shape, color, or texture.
<a href="#">SC.1.N.1.Su.2:</a>	Recognize differences in objects through observation of size, shape, or color
<a href="#">SC.1.N.1.Pa.2:</a>	Recognize common objects as the same.

Keep records as appropriate - such as pictorial and written records - of investigations conducted.

[SC.1.N.1.3:](#)

**Remarks/Examples:**

Florida Standards Connections: [MAFS.1.MD.3.4](#). Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Related Access Points**

Name	Description
<a href="#">SC.1.N.1.In.3:</a>	Draw pictures about investigations conducted.
<a href="#">SC.1.N.1.Su.3:</a>	Contribute to group recordings of observations.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

[ELD.K12.ELL.LA.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

<a href="#">English (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Primary Education (K-3)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Primary Education (K-3)</a>
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<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 500 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15452>



# Access Language Arts - Grade 2 (#7710013)

{ [Language Arts - Grade 2 - 5010043](#) }

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<p><b>Course Number:</b> 7710013</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 2</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - 2</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## Course Standards

Name	Description
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<ul style="list-style-type: none"> <li>a. Demonstrate legible printing skills.</li> <li>b. Use collective nouns (e.g., group).</li> <li>c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>d. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>
<a href="#">LAFS.2.L.1.1:</a>	
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.2.L.1.AP.1a:</a>	Use collective and irregular plural nouns in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1b:</a>	Use past tense irregular verbs in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1c:</a>	Use adjectives and adverbs in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1d:</a>	Use reflexive pronouns (e.g., myself, ourselves) in writing and speaking.
<a href="#">LAFS.2.L.1.AP.1e:</a>	Produce and expand upon simple or compound sentences in writing and speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> </ul>
<a href="#">LAFS.2.L.1.2:</a>	

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Related Access Points

Name	Description
<a href="#">LAFS.2.L.1.AP.2a:</a>	Capitalize dates, name of people, holidays, product names and geographic names.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.2.L.2.3:](#)

- a. Compare formal and informal uses of English.

### Related Access Points

Name	Description
<a href="#">LAFS.2.L.2.AP.3a:</a>	Identify a given text as formal or informal English.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

[LAFS.2.L.3.4:](#)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

### Related Access Points

Name	Description
<a href="#">LAFS.2.L.3.AP.4a:</a>	Determine the meaning of a new word formed when a known prefix is added to the known word or root.
<a href="#">LAFS.2.L.3.AP.4b:</a>	Use knowledge of the meaning of individual words to predict the meaning of compound words.
<a href="#">LAFS.2.L.3.AP.4c:</a>	Use sentence context as a clue to the meaning of a word or phrase.
<a href="#">LAFS.2.L.3.AP.4d:</a>	Use a glossary or beginning dictionary to determine the meaning of a word.

Demonstrate understanding of word relationships and nuances in word meanings.

[LAFS.2.L.3.5:](#)

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

### Related Access Points

Name	Description
<a href="#">LAFS.2.L.3.AP.5a:</a>	Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
<a href="#">LAFS.2.L.3.AP.5b:</a>	Use newly acquired words in real-life context.

[LAFS.2.L.3.6:](#)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### Related Access Points

Name	Description
<a href="#">LAFS.2.L.3.AP.6a:</a>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<a href="#">LAFS.2.L.3.AP.6b:</a>	Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
<a href="#">LAFS.2.L.3.AP.6c:</a>	Use newly acquired words in real-life context.
<a href="#">LAFS.2.L.3.AP.6d:</a>	Use adjectives to describe nouns.
<a href="#">LAFS.2.L.3.AP.6e:</a>	Use adverbs to describe verbs.

Know and apply grade-level phonics and word analysis skills in decoding words.

[LAFS.2.RF.3.3:](#)

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RF.3.AP.3a:</a>	Identify long and short vowels in regularly spelled one-syllable words.
<a href="#">LAFS.2.RF.3.AP.3b:</a>	Decode regularly spelled one-syllable words with long vowels.
<a href="#">LAFS.2.RF.3.AP.3c:</a>	Decode regularly spelled two-syllable words with long vowels.
<a href="#">LAFS.2.RF.3.AP.3d:</a>	Decode words with common prefixes and suffixes.
<a href="#">LAFS.2.RF.3.AP.3e:</a>	Identify words with inconsistent but common spelling-sound correspondences.

[LAFS.2.RF.3.AP.3f:](#) Recognize and/or read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

[LAFS.2.RF.4.4:](#)

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.2.RF.4.AP.4b:</a>	Identify grade-level words with accuracy and on successive attempts.
<a href="#">LAFS.2.RF.4.AP.4c:</a>	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.
<a href="#">LAFS.2.RF.4.AP.4d:</a>	Use context to confirm or self-correct word recognition.

[LAFS.2.RI.1.1:](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.1a:</a>	Answer who, what, where, when, why and how questions from informational text.

[LAFS.2.RI.1.2:](#)

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.2a:</a>	Identify the main topic of a multi-paragraph informational text.
<a href="#">LAFS.2.RI.1.AP.2b:</a>	Identify the focus of specific paragraphs within in an informational text.

[LAFS.2.RI.1.3:](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.3a:</a>	Identify the connection between a series of historical events in an informational text.
<a href="#">LAFS.2.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text and describe how they are connected.
<a href="#">LAFS.2.RI.1.AP.3c:</a>	Identify the connection between scientific ideas or concepts in an informational text.

[LAFS.2.RI.2.4:](#)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.4a:</a>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[LAFS.2.RI.2.5:](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.5a:</a>	Identify and use various text features to locate key facts or information in a text efficiently.

[LAFS.2.RI.2.6:](#)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.6a:</a>	Identify the main purpose of a text, including what question the author is answering, explaining or describing.

[LAFS.2.RI.3.7:](#)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.7a:</a>	Explain or identify what specific images teach the reader to do or tell the reader.

[LAFS.2.RI.3.8:](#)

Describe how an author uses reasons to support specific points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.
<a href="#">LAFS.2.RI.3.AP.8b:</a>	Describe how facts and details support specific points the author makes in a text.

[LAFS.2.RI.3.9:](#)

Compare and contrast the most important points presented by two texts on the same topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.3.AP.9a:</a>	Compare the most important points presented by two texts on the same topic.
<a href="#">LAFS.2.RI.3.AP.9b:</a>	Contrast the most important points presented by two texts on the same topic.

[LAFS.2.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for understanding.
<a href="#">LAFS.2.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.2.RI.4.AP.10c:</a>	Discuss key details and main topic of an informational text.

[LAFS.2.RL.1.1:](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.1.AP.1a:</a>	Answer who, what, where, when, why and how questions using key details from text.
<a href="#">LAFS.2.RL.1.AP.1b:</a>	Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.

[LAFS.2.RL.1.2:](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.1.AP.2a:</a>	Use details to recount stories, including fables and folktales from diverse cultures.
<a href="#">LAFS.2.RL.1.AP.2b:</a>	Determine the central message, lesson or moral of fables and folktales from diverse cultures.

[LAFS.2.RL.1.3:](#)

Describe how characters in a story respond to major events and challenges.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.1.AP.3a:</a>	Describe or select a description of a major event or problem in a story.
<a href="#">LAFS.2.RL.1.AP.3b:</a>	Describe or select a description of how characters respond to major events or problems in a story.

[LAFS.2.RL.2.4:](#)

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.2.AP.4a:</a>	Identify the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) in a story, poem or song.
<a href="#">LAFS.2.RL.2.AP.4b:</a>	Describe how the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) supply meaning in a story, poem or song.

[LAFS.2.RL.2.5:](#)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.2.AP.5a:</a>	Describe or select the description of what happened in (or key events from) the beginning of the story.
<a href="#">LAFS.2.RL.2.AP.5b:</a>	Describe or select the description of what happened in (or key events from) the end of the story.
<a href="#">LAFS.2.RL.2.AP.5c:</a>	Use signal words (e.g., then, while, because, when, after-before, later) to describe event sequence, actions and interactions in a story.

[LAFS.2.RL.2.6:](#)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.2.AP.6a:</a>	Identify the different points of view of different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).

[LAFS.2.RL.3.7:](#)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.3.AP.7a:</a>	Use illustrations and words in text to answer questions about the characters, key events, problem or solution in a story.
<a href="#">LAFS.2.RL.3.AP.7b:</a>	Use information gained from illustrations to describe elements within the setting.
<a href="#">LAFS.2.RL.3.AP.7c:</a>	Use information gained from illustrations and words in text to describe a character's feelings or what a character wanted.

[LAFS.2.RL.3.AP.7d:](#) Use information gained from illustrations and words in text to describe relationships between characters (e.g., mother/daughter, love/hate).

[LAFS.2.RL.3.9:](#) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.3.AP.9a:</a>	Compare and contrast illustrations or visuals between two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<a href="#">LAFS.2.RL.3.AP.9b:</a>	Compare and contrast characters or events between two or more versions of the same story by different authors or from different cultures.

[LAFS.2.RL.4.10:](#) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RL.4.AP.10a:</a>	Choose narrative text or adapted text to read and reread, listen to or view for leisure purposes.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.**
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>

[LAFS.2.SL.1.2:](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts presented orally or through other media.
<a href="#">LAFS.2.SL.1.AP.2b:</a>	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.

[LAFS.2.SL.1.3:](#) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.2.SL.1.AP.3b:</a>	Answer questions about what a speaker says in order to clarify misunderstandings.

[LAFS.2.SL.2.4:](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.4a:</a>	Engage in small or large group discussions by sharing one's own writing.
<a href="#">LAFS.2.SL.2.AP.4b:</a>	Describe, orally or in writing, factual information about familiar people, places, things and events with details.
<a href="#">LAFS.2.SL.2.AP.4c:</a>	Provide at least two facts for each subtopic identified for a larger topic.
<a href="#">LAFS.2.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events.
<a href="#">LAFS.2.SL.2.AP.4e:</a>	Share a story or recount an experience with appropriate facts and relevant, descriptive details.
<a href="#">LAFS.2.SL.2.AP.4f:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.

[LAFS.2.SL.2.5:](#) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.5a:</a>	Use drawings or other visual displays to clarify ideas, thoughts and feelings.

[LAFS.2.SL.2.6:](#) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Related Access Points

Name	Description
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[LAFS.2.SL.2.AP.6a:](#) Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

[LAFS.2.W.1.1:](#)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.1a:</a>	State an opinion or preference about the topic or text and at least one reason for the opinion.
<a href="#">LAFS.2.W.1.AP.1b:</a>	Connect gathered facts to support an opinion using linking words in persuasive writing.
<a href="#">LAFS.2.W.1.AP.1c:</a>	Write, draw or dictate an opinion statement, several reasons that support the opinion and a concluding statement about a topic or book of interest.
<a href="#">LAFS.2.W.1.AP.1d:</a>	Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.

[LAFS.2.W.1.2:](#)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.2a:</a>	Write statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.2.W.1.AP.2b:</a>	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
<a href="#">LAFS.2.W.1.AP.2c:</a>	Order factual statements to describe a sequence of events or explain a procedure.
<a href="#">LAFS.2.W.1.AP.2d:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.2.W.1.3:](#)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.3a:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.
<a href="#">LAFS.2.W.1.AP.3b:</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.2.W.1.AP.3c:</a>	Organize text providing information regarding who, what and why while maintaining a single focus.
<a href="#">LAFS.2.W.1.AP.3d:</a>	Write a narrative that includes a sense of closure.

[LAFS.2.W.2.5:](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.2.W.2.AP.5b:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.2.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.2.W.2.AP.5d:</a>	With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.2.W.2.AP.5e:</a>	With guidance and support from adults, work with a peer to revise a permanent product.
<a href="#">LAFS.2.W.2.AP.5f:</a>	With guidance and support from adults, work with a peer to edit a permanent product.

[LAFS.2.W.2.6:](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.2.AP.6a:</a>	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
<a href="#">LAFS.2.W.2.AP.6b:</a>	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

[LAFS.2.W.3.7:](#)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.7a:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<a href="#">LAFS.2.W.3.AP.7b:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.2.W.3.8:](#)

Recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.8a:</a>	Recall information from experiences to answer a question.
<a href="#">LAFS.2.W.3.AP.8b:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
<a href="#">LAFS.2.W.3.AP.8c:</a>	Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.

[LAFS.2.W.3.AP.8d](#): Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.

[LAFS.2.W.3.AP.8e](#): Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.

[LAFS.2.W.3.AP.8f](#): Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Understand the meaning of warning labels and signs on hazardous products.

[HE.2.B.3.1:](#)

**Remarks/Examples:**  
Hazardous-waste sign and medication labels.

**Related Access Points**

Name	Description
<a href="#">HE.2.B.3.In.a:</a>	Describe the meaning of common warning labels and signs on hazardous products and situations, such as poison labels, medication labels, and hazardous-waste signs.
<a href="#">HE.2.B.3.Su.a:</a>	Recognize the meaning of warning labels and signs on hazardous products, such as poison labels and hazardous-waste signs.
<a href="#">HE.2.B.3.Pa.a:</a>	Recognize selected warning signs or symbols on dangerous products.

Select trusted adults and professionals who can help promote health.

[HE.2.B.3.2:](#)

**Remarks/Examples:**  
Family members, educators, and environmentalists.

**Related Access Points**

Name	Description
<a href="#">HE.2.B.3.In.b:</a>	Identify trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.
<a href="#">HE.2.B.3.Su.b:</a>	Recognize trusted adults and professionals who can help with a selected health need, such as members of the family, doctors, and teachers.
<a href="#">HE.2.B.3.Pa.b:</a>	Recognize a trusted adult in the classroom and school who can help promote health, such as a teacher or the school nurse.

Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.

[HE.2.B.4.1:](#)

**Remarks/Examples:**  
Sharing feelings, following rules and directions, and waiting your turn to speak.

**Related Access Points**

Name	Description
<a href="#">HE.2.B.4.In.a:</a>	Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules.
<a href="#">HE.2.B.4.Su.a:</a>	Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules.
<a href="#">HE.2.B.4.Pa.a:</a>	Communicate personal needs in the classroom, such as making food choices or following rules.

Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

[HE.2.B.4.3:](#)

**Remarks/Examples:**  
Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."

**Related Access Points**

Name	Description
<a href="#">HE.2.B.4.In.c:</a>	Demonstrate selected ways to respond in unwanted or threatening school situations, such as a bully, a weather emergency, or a stranger on the school grounds.
<a href="#">HE.2.B.4.Su.c:</a>	Demonstrate a way to respond in unwanted or threatening school situations, such as a bully, a weather emergency, or a stranger on the school grounds.
<a href="#">HE.2.B.4.Pa.c:</a>	Recognize a healthy way to respond to a threatening or harmful situation, such as a fire alarm.

Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

[HE.2.B.5.1:](#)

**Remarks/Examples:**  
When you think your friend is in trouble and food choices.

**Related Access Points**

Name	Description
<a href="#">HE.2.B.5.In.a:</a>	Name situations when a health-related decision can be made individually or when assistance is needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.
<a href="#">HE.2.B.5.Su.a:</a>	Identify common situations when a health-related decision can be made individually or when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.
<a href="#">HE.2.B.5.Pa.a:</a>	Indicate an awareness of health-related decisions, such as choosing child-appropriate media, engaging in physical activity, and making food choices.

Identify ways citizens can make a positive contribution in their community.

[SS.2.C.2.4:](#)

**Remarks/Examples:**  
Examples are volunteering and recycling.

### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.d:</a>	Recognize ways citizens can contribute to the community, such as volunteering and recycling.
<a href="#">SS.2.C.2.Su.d:</a>	Recognize a way citizens can contribute to the community, such as volunteering or recycling.
<a href="#">SS.2.C.2.Pa.d:</a>	Recognize a contribution to the school, such as volunteering.

[SS.2.C.2.5:](#)

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.e:</a>	Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.
<a href="#">SS.2.C.2.Su.e:</a>	Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.
<a href="#">SS.2.C.2.Pa.e:</a>	Recognize that people from diverse backgrounds make contributions.

Recognize symbols, individuals, events, and documents that represent the United States.

[SS.2.C.3.2:](#)

**Remarks/Examples:**  
Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

### Related Access Points

Name	Description
<a href="#">SS.2.C.3.In.b:</a>	Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.
<a href="#">SS.2.C.3.Su.b:</a>	Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.
<a href="#">SS.2.C.3.Pa.b:</a>	Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.

[SC.2.N.1.1:](#)

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

[SC.2.N.1.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.2.W.3.8](#). Recall information from experiences or gather information from provided sources to answer a question.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

[SC.2.N.1.5:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically.

### Related Access Points

Name	Description
<a href="#">SC.2.N.1.In.2:</a>	Identify information about objects based on observation.
<a href="#">SC.2.N.1.Su.2:</a>	Identify characteristics of objects based on observation.
<a href="#">SC.2.N.1.Pa.2:</a>	Use senses to recognize objects.

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus English \(Elementary Grades 1-6\)](#)
- [Elementary Education \(Grades K-6\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)
- [Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Primary Education \(K-3\)](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus English \(Elementary Grades 1-6\)](#)

<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>

There are more than 493 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15453>



# Access Language Arts - Grade 3 (#7710014)

{ [Language Arts - Grade 3 - 5010044](#) }

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<p><b>Course Number:</b> 7710014</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 3</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - 3</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## Course Standards

Name	Description
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<ul style="list-style-type: none"> <li>a. Demonstrate beginning cursive writing skills.</li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Use abstract nouns (e.g., childhood, friendship, courage).</li> <li>e. Form and use regular and irregular verbs.</li> <li>f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>g. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>i. Use coordinating and subordinating conjunctions.</li> <li>j. Produce simple, compound, and complex sentences.</li> </ul>
<a href="#">LAFS.3.L.1.1:</a>	
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.3.L.1.AP.1a:</a>	Demonstrate beginning cursive writing skills.
<a href="#">LAFS.3.L.1.AP.1b:</a>	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs within sentences.
<a href="#">LAFS.3.L.1.AP.1c:</a>	Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs.
<a href="#">LAFS.3.L.1.AP.1d:</a>	Use simple and compound sentences in informative/explanatory writing.
<a href="#">LAFS.3.L.1.AP.1e:</a>	Write sentences using correct subject-verb and pronoun-antecedent agreement.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> </ul>

[LAFS.3.L.1.2:](#)

- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.1.AP.2a:</a>	Capitalize words in holidays, product names, geographic names and appropriate words in a title.
<a href="#">LAFS.3.L.1.AP.2b:</a>	Use quotation marks within writing.
<a href="#">LAFS.3.L.1.AP.2c:</a>	Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.
<a href="#">LAFS.3.L.1.AP.2d:</a>	Form possessives.
<a href="#">LAFS.3.L.1.AP.2e:</a>	Use commas accurately in addresses or dialogue within writing.
<a href="#">LAFS.3.L.1.AP.2f:</a>	Use dictionaries as reference tools.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[LAFS.3.L.2.3:](#)

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.2.AP.3a:</a>	Choose words and phrases for appropriate effect (e.g., to inform) within writing.
<a href="#">LAFS.3.L.2.AP.3b:</a>	Compare and contrast differences between spoken and standard written English.

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

[LAFS.3.L.3.4:](#)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.3.AP.4a:</a>	Use a known root word as a clue to the meaning of an unknown word with the same root.
<a href="#">LAFS.3.L.3.AP.4b:</a>	Determine the meaning of the new word formed when a known affix is added to a known word.
<a href="#">LAFS.3.L.3.AP.4c:</a>	Use sentence context as a clue to the meaning of a new word, phrase or multiple-meaning word.
<a href="#">LAFS.3.L.3.AP.4d:</a>	Use a glossary or dictionary to determine the meaning of a word.

Demonstrate understanding of word relationships and nuances in word meanings.

[LAFS.3.L.3.5:](#)

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.3.AP.5a:</a>	Identify and sort shades of meaning words from general to specific or lesser to specific.
<a href="#">LAFS.3.L.3.AP.5b:</a>	Identify word relationships and meanings of homonyms, synonyms and antonyms.
<a href="#">LAFS.3.L.3.AP.5c:</a>	Use newly acquired words in real-life context.
<a href="#">LAFS.3.L.3.AP.5d:</a>	Distinguish literal from non-literal meanings of words and phrases in context.

[LAFS.3.L.3.6:](#)

Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Related Access Points**

Name	Description
<a href="#">LAFS.3.L.3.AP.6a:</a>	Use newly acquired conversational and general academic words and phrases accurately.
<a href="#">LAFS.3.L.3.AP.6b:</a>	Use newly acquired domain-specific words and phrases accurately.
<a href="#">LAFS.3.L.3.AP.6c:</a>	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.

Know and apply grade-level phonics and word analysis skills in decoding words.

[LAFS.3.RF.3.3:](#)

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RF.3.AP.3a:</a>	Identify the meaning of most common prefixes.
<a href="#">LAFS.3.RF.3.AP.3b:</a>	Identify the meaning of most common suffixes.
<a href="#">LAFS.3.RF.3.AP.3c:</a>	Decode multi-syllable words.
<a href="#">LAFS.3.RF.3.AP.3d:</a>	Recognize and/or read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.3.RF.4.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.3.RF.4.AP.4b:</a>	Identify grade-level words with accuracy.
<a href="#">LAFS.3.RF.4.AP.4c:</a>	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
<a href="#">LAFS.3.RF.4.AP.4d:</a>	Use context to confirm or self-correct word recognition.

[LAFS.3.RI.1.1:](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.1a:</a>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.RI.1.AP.1b:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.1c:</a>	Ask questions to demonstrate understanding.

[LAFS.3.RI.1.2:](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.2a:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.2b:</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">LAFS.3.RI.1.AP.2c:</a>	Identify facts that an author uses to support a specific point or opinion.

[LAFS.3.RI.1.3:](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.3a:</a>	Identify the sequence of events in an informational text.
<a href="#">LAFS.3.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text.
<a href="#">LAFS.3.RI.1.AP.3c:</a>	Identify the cause and effect relationships in an informational text.

[LAFS.3.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

[LAFS.3.RI.2.5:](#)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.5a:</a>	Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts, subheadings).
<a href="#">LAFS.3.RI.2.AP.5b:</a>	Use text features (captions, maps, illustrations) to locate information relevant to a given topic or question.
<a href="#">LAFS.3.RI.2.AP.5c:</a>	Use search tools (e.g., sidebars, icons, glossary, hyperlinks) to locate information relevant to a given topic.

[LAFS.3.RI.2.6:](#)

Distinguish their own point of view from that of the author of a text.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.6a:</a>	Identify the author's point of view in an informational text.

<a href="#">LAFS.3.RI.2.AP.6b:</a>	Identify own point of view about a topic.
<a href="#">LAFS.3.RI.2.AP.6c:</a>	Compare their own point of view to that of the author.

[LAFS.3.RI.3.7:](#)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.3.AP.7a:</a>	Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
<a href="#">LAFS.3.RI.3.AP.7b:</a>	Identify information learned from illustrations and information learned from the words in an informational text .
<a href="#">LAFS.3.RI.3.AP.7c:</a>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
<a href="#">LAFS.3.RI.3.AP.7d:</a>	Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

[LAFS.3.RI.3.8:](#)

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.3.AP.8a:</a>	Identify signal words that help determine the text structure in an informational text.
<a href="#">LAFS.3.RI.3.AP.8b:</a>	Describe the connection between sentences and paragraphs in a text (order, comparison, cause/effect).

[LAFS.3.RI.3.9:](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.3.AP.9a:</a>	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RI.3.AP.9b:</a>	Contrast the differences of two texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RI.3.AP.9c:</a>	When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

[LAFS.3.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.4.AP.10a:</a>	Read or listen to and recount self- selected informational articles, history/social studies, science and technical texts.

[LAFS.3.RL.1.1:](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RL.1.AP.1a:</a>	Answer questions related to characters, setting, events or conflicts.
<a href="#">LAFS.3.RL.1.AP.1b:</a>	Answer questions (literal and inferential) and refer to text to support your answer.
<a href="#">LAFS.3.RL.1.AP.1c:</a>	Support inferences, opinions and conclusions using evidence from the text, including illustrations.
<a href="#">LAFS.3.RL.1.AP.1d:</a>	Ask questions about the text (relationship between characters, events, conflicts) to demonstrate understanding.

[LAFS.3.RL.1.2:](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RL.1.AP.2a:</a>	Identify the central message (theme), lesson or moral within a story, folktale or fable from diverse cultures.
<a href="#">LAFS.3.RL.1.AP.2b:</a>	Use details to recount stories, including fables and folktales from diverse cultures.
<a href="#">LAFS.3.RL.1.AP.2c:</a>	Use information in the text to determine and explain a lesson learned by a character or theme within the story.
<a href="#">LAFS.3.RL.1.AP.2d:</a>	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts.

[LAFS.3.RL.1.3:](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RL.1.AP.3a:</a>	Describe a character’s traits in a story using details from the text and illustrations.
<a href="#">LAFS.3.RL.1.AP.3b:</a>	Explain how characters’ actions contribute to the sequence of events/plot.
<a href="#">LAFS.3.RL.1.AP.3c:</a>	Explain a character’s motivation in a story using the character’s thoughts, words and actions as evidence from the text.
<a href="#">LAFS.3.RL.1.AP.3d:</a>	Explain a character’s feelings in a story using the character’s thoughts, words and actions as evidence from the text.
<a href="#">LAFS.3.RL.1.AP.3e:</a>	Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
<a href="#">LAFS.3.RL.1.AP.3f:</a>	Analyze how a character’s point of view influences a conflict within a text.

[LAFS.3.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.2.AP.4a:</a>	Distinguish literal from non-literal language.
<a href="#">LAFS.3.RL.2.AP.4b:</a>	Determine the meaning of literal and non-literal words and phrases as they are used in a text.

[LAFS.3.RL.2.5:](#)

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.2.AP.5a:</a>	Identify parts and structure of stories.
<a href="#">LAFS.3.RL.2.AP.5b:</a>	Identify how the structure of a poem is different than a story (e.g., rhymes are shorter than stories; stanza instead of paragraph).
<a href="#">LAFS.3.RL.2.AP.5c:</a>	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
<a href="#">LAFS.3.RL.2.AP.5d:</a>	Describe how each part (chapter, scene or stanza) of a story, play or poem builds on earlier parts.

[LAFS.3.RL.2.6:](#)

Distinguish their own point of view from that of the narrator or those of the characters.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.2.AP.6a:</a>	Identify narrator's or character's point of view.
<a href="#">LAFS.3.RL.2.AP.6b:</a>	Identify own point of view.
<a href="#">LAFS.3.RL.2.AP.6c:</a>	Distinguish their own point of view from that of the narrator or those of the characters.

[LAFS.3.RL.3.7:](#)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.3.AP.7a:</a>	Support inferences, opinions and conclusions using evidence from the text illustrations.
<a href="#">LAFS.3.RL.3.AP.7b:</a>	Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.
<a href="#">LAFS.3.RL.3.AP.7c:</a>	Explain how the text's illustrations contribute to meaning.

[LAFS.3.RL.3.9:](#)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.3.AP.9a:</a>	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RL.3.AP.9b:</a>	Contrast the differences of settings/plots of stories written by the same author about the same or similar characters.

[LAFS.3.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RL.4.AP.10a:</a>	Read or listen to and recount self-selected stories, fables, folktales, myths and other types of texts or adapted text.

[LAFS.3.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.SL.1.2:](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.2a:</a>	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2b:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2c:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.3.SL.1.3:](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.3a:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[LAFS.3.SL.2.4:](#) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.4a:</a>	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.3.SL.2.AP.4b:</a>	Tell a story or recount an experience with logical sequence.
<a href="#">LAFS.3.SL.2.AP.4c:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

[LAFS.3.SL.2.5:](#) Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.5a:</a>	Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.

[LAFS.3.SL.2.6:](#) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.6a:</a>	Produce (e.g., through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

[LAFS.3.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.1a:</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.3.W.1.AP.1b:</a>	Provide reasons or facts that support a stated opinion.
<a href="#">LAFS.3.W.1.AP.1c:</a>	Use linking words and phrases that connect the opinions and reasons.
<a href="#">LAFS.3.W.1.AP.1d:</a>	Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

[LAFS.3.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.2a:</a>	Introduce a topic and group related information together.
<a href="#">LAFS.3.W.1.AP.2b:</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<a href="#">LAFS.3.W.1.AP.2c:</a>	Provide a concluding statement or section to summarize the information presented.
<a href="#">LAFS.3.W.1.AP.2d:</a>	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
<a href="#">LAFS.3.W.1.AP.2e:</a>	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.

[LAFS.3.W.1.3:](#)

d. Provide a sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.3a:</a>	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
<a href="#">LAFS.3.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.3.W.1.AP.3c:</a>	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.
<a href="#">LAFS.3.W.1.AP.3d:</a>	Use temporal words and phrases to signal event order.
<a href="#">LAFS.3.W.1.AP.3e:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

[LAFS.3.W.2.4:](#)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.4a:</a>	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.

[LAFS.3.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing.
<a href="#">LAFS.3.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).
<a href="#">LAFS.3.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5d:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5e:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5f:</a>	With guidance and support from peers and adults, strengthen writing by revising.
<a href="#">LAFS.3.W.2.AP.5g:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5h:</a>	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
<a href="#">LAFS.3.W.2.AP.5i:</a>	With guidance and support from peers and adults, edit writing for clarity and meaning.

[LAFS.3.W.2.6:](#)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.3.W.2.AP.6b:</a>	Develop keyboarding skills.

[LAFS.3.W.3.7:](#)

Conduct short research projects that build knowledge about a topic.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.3.W.3.8:](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8b:</a>	Recall information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8c:</a>	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8d:</a>	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8e:</a>	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.W.3.AP.8f:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
<a href="#">LAFS.3.W.3.AP.8g:</a>	Locate important points on a single topic from two informational texts or sources.
<a href="#">LAFS.3.W.3.AP.8h:</a>	Identify key details in an informational text.
<a href="#">LAFS.3.W.3.AP.8i:</a>	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.

[LAFS.3.W.3.AP.8j](#): Sort evidence collected from print and/or digital sources into provided categories.

[LAFS.3.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.3.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Locate resources from home, school, and community that provide valid health information.

[HE.3.B.3.1:](#)

#### Remarks/Examples:

Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.

#### Related Access Points

Name	Description
<a href="#">HE.3.B.3.In.a:</a>	Identify a resource from home, school, and the community that provides valid health information, such as a website, brochure, or book.
<a href="#">HE.3.B.3.Su.a:</a>	Recognize a resource from home, school, or the community that provides valid health information, such as a website, brochure, or book.
<a href="#">HE.3.B.3.Pa.a:</a>	Recognize trusted adults in the home and school as a resource for health information, such as parents, teachers, paraprofessionals, and the school nurse.

Describe criteria for selecting health information, resources, products, and services.

[HE.3.B.3.2:](#)

#### Remarks/Examples:

Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.

#### Related Access Points

Name	Description
<a href="#">HE.3.B.3.In.b:</a>	Recognize criteria for selecting health resources, products, and services, such as the intended purpose and use.
<a href="#">HE.3.B.3.Su.b:</a>	Recognize criteria for selecting a common health product or service, such as the intended purpose.
<a href="#">HE.3.B.3.Pa.b:</a>	Associate a health product with a health activity, such as soap or wet wipes to cleaning hands or toothpaste to brushing teeth.

Identify effective verbal and nonverbal communication skills to enhance health.

[HE.3.B.4.1:](#)

#### Remarks/Examples:

Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.

#### Related Access Points

Name	Description
<a href="#">HE.3.B.4.In.a:</a>	Recognize effective verbal and nonverbal communication skills to enhance health, such as using effective facial expressions, body language, and verbal cues.
<a href="#">HE.3.B.4.Su.a:</a>	Recognize an effective technique for verbal or nonverbal communication to enhance health, such as using effective facial expressions, body language, or verbal cues.
<a href="#">HE.3.B.4.Pa.a:</a>	Recognize ways to express wants and needs to enhance health in the classroom, such as indicating a choice, verbalizing, or using pictures.

Demonstrate refusal skills that avoid or reduce health risks.

[HE.3.B.4.2:](#)

#### Remarks/Examples:

Making clear statements, expressing feelings, asking for help, and learning how to say "no."

#### Related Access Points

Name	Description
<a href="#">HE.3.B.4.In.b:</a>	Demonstrate basic refusal skills to avoid or reduce health risks at school, such as making clear statements, expressing feelings, and asking for help.
<a href="#">HE.3.B.4.Su.b:</a>	Demonstrate a basic refusal skill to avoid or reduce health risks in the classroom, such as using conflict resolution, mediation, or assertive communication skills.
<a href="#">HE.3.B.4.Pa.b:</a>	Demonstrate refusal communication skills to reduce health risks in the classroom.

Demonstrate nonviolent strategies to manage or resolve conflict.

[HE.3.B.4.3:](#)

#### Remarks/Examples:

Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.

#### Related Access Points

Name	Description
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<a href="#">HE.3.B.4.In.c:</a>	Demonstrate selected nonviolent strategies to manage or resolve a conflict at school, such as using conflict resolution, mediation, or assertive-communication skills.
<a href="#">HE.3.B.4.Su.c:</a>	Demonstrate a selected nonviolent strategy to manage or resolve conflict in the classroom, such as using conflict resolution, mediation, or assertive-communication skills.
<a href="#">HE.3.B.4.Pa.c:</a>	Demonstrate refusal communication skills to reduce health risks in the classroom.

Explain ways to ask for assistance to enhance personal health.

[HE.3.B.4.4:](#)

<b>Remarks/Examples:</b> Group discussions, ask orally, and ask in writing.
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**Related Access Points**

Name	Description
<a href="#">HE.3.B.4.In.d:</a>	Identify ways to ask for assistance to enhance personal health, such as through group discussion, verbalizing, and writing.
<a href="#">HE.3.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance personal health, such as group discussion, verbalizing, and writing.
<a href="#">HE.3.B.4.Pa.d:</a>	Recognize a way to ask for assistance to enhance personal health.

Recognize circumstances that can help or hinder healthy decision making.

[HE.3.B.5.1:](#)

<b>Remarks/Examples:</b> Media health messages, practices of family and peers, and knowledge of topic.
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**Related Access Points**

Name	Description
<a href="#">HE.3.B.5.In.a:</a>	Recognize common circumstances that can help or hinder healthy decision making, such as media health messages, peer and family advice, or lack of knowledge.
<a href="#">HE.3.B.5.Su.a:</a>	Recognize a selected circumstance that can help healthy decision making, such as media health messages or peer and family advice.
<a href="#">HE.3.B.5.Pa.a:</a>	Recognize a choice related to health.

Describe ways a safe, healthy classroom can promote personal health.

[HE.3.C.1.3:](#)

<b>Remarks/Examples:</b> Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.
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**Related Access Points**

Name	Description
<a href="#">HE.3.C.1.In.c:</a>	Identify ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand-sanitation supplies, and having respect for others.
<a href="#">HE.3.C.1.Su.c:</a>	Recognize ways a safe, healthy classroom can promote personal health, such as providing a water fountain and hand-sanitation supplies, and having respect for others.
<a href="#">HE.3.C.1.Pa.c:</a>	Recognize a way a safe, healthy classroom promotes personal health, such as having sanitized surfaces.

Discuss the positive and negative impacts media may have on health.

[HE.3.C.2.5:](#)

<b>Remarks/Examples:</b> Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
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**Related Access Points**

Name	Description
<a href="#">HE.3.C.2.In.e:</a>	Identify positive and negative impacts media and technology may have on health, such as a positive impact—choosing healthy foods or exercising and a negative impact—inactivity or violence.
<a href="#">HE.3.C.2.Su.e:</a>	Recognize a positive and a negative impact media and technology may have on health, such as a positive impact—choosing healthy foods or exercising, and a negative impact—inactivity or violence.
<a href="#">HE.3.C.2.Pa.e:</a>	Recognize a positive impact media or technology may have on health, such as promoting healthy food choices.

Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

[SC.3.N.1.3:](#)

<b>Remarks/Examples:</b> Florida Standards Connections: <a href="#">MAFS.K12.MP.5</a> : Use appropriate tools strategically and, <a href="#">MAFS.K12.MP.6</a> : Attend to precision.
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**Related Access Points**

Name	Description
<a href="#">SC.3.N.1.In.3:</a>	Record observations to describe findings using written or visual formats, such as picture stories.
<a href="#">SC.3.N.1.Su.3:</a>	Record observations to describe findings using dictated words and phrases and pictures.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

Recognize the importance of communication among scientists.

[SC.3.N.1.4:](#)

<b>Remarks/Examples:</b> * Florida Standards Connections: <a href="#">LAFS.3.RI.1.3</a> . Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

Recognize that scientists question, discuss, and check each other's evidence and explanations.

[SC.3.N.1.5:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

Infer based on observation.

[SC.3.N.1.6:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SS.3.C.1.2:](#)

Describe how government gains its power from the people.

### Related Access Points

Name	Description
<a href="#">SS.3.C.1.In.b:</a>	Identify that government gains its power from the people.
<a href="#">SS.3.C.1.Su.b:</a>	Recognize that government gains its power from the people.
<a href="#">SS.3.C.1.Pa.b:</a>	Recognize that governments have power.

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

[SS.3.C.2.1:](#)

**Remarks/Examples:**  
Examples are food drives, book drives, community, clean-up, voting.

### Related Access Points

Name	Description
<a href="#">SS.3.C.2.In.a:</a>	Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Su.a:</a>	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Pa.a:</a>	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>

There are more than 492 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15454>



# Access Language Arts - Grade 4 (#7710015)

{ [Language Arts - Grade 4 - 5010045](#) }

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<p><b>Course Number:</b> 7710015</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 4</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - 4</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## Course Standards

Name	Description
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<ul style="list-style-type: none"> <li>a. Demonstrate legible cursive writing skills.</li> <li>b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>f. Form and use prepositional phrases.</li> <li>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>h. Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul>
<a href="#">LAFS.4.L.1.1:</a>	
<b>Related Access Points</b>	
Name	Description
<a href="#">LAFS.4.L.1.AP.1a:</a>	Use relative pronouns and relative adverbs in writing.
<a href="#">LAFS.4.L.1.AP.1b:</a>	Use prepositional phrases in writing.
<a href="#">LAFS.4.L.1.AP.1c:</a>	Produce simple, compound and complex sentences in writing.
<a href="#">LAFS.4.L.1.AP.1d:</a>	Recognize and correct fragments and run-on sentences.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<a href="#">LAFS.4.L.1.2:</a>	

### Related Access Points

Name	Description
<a href="#">LAFS.4.L.1.AP.2a:</a>	Use correct capitalization in writing.
<a href="#">LAFS.4.L.1.AP.2b:</a>	Use commas and quotation marks in writing.
<a href="#">LAFS.4.L.1.AP.2c:</a>	Spell words correctly in writing, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

[LAFS.4.L.2.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.L.2.AP.3a:</a>	Choose words and phrases for appropriate effect (e.g., to inform) within writing.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

[LAFS.4.L.3.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.L.3.AP.4a:</a>	Use context to determine the meaning of unknown or multiple-meaning words, or words showing shades of meaning.
<a href="#">LAFS.4.L.3.AP.4b:</a>	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
<a href="#">LAFS.4.L.3.AP.4c:</a>	Use a glossary, dictionary or thesaurus to determine the meaning of a word.

Demonstrate understanding of word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

[LAFS.4.L.3.5:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.L.3.AP.5a:</a>	Relate words to their opposites (antonyms).
<a href="#">LAFS.4.L.3.AP.5b:</a>	Relate words to words with similar but not identical meanings (synonyms).
<a href="#">LAFS.4.L.3.AP.5c:</a>	Identify simple similes in context.
<a href="#">LAFS.4.L.3.AP.5d:</a>	Identify simple metaphors in context.
<a href="#">LAFS.4.L.3.AP.5e:</a>	Identify the meaning of common idioms.

Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).

[LAFS.4.L.3.6:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.L.3.AP.6a:</a>	Use general academic and domain-specific words and phrases accurately.
<a href="#">LAFS.4.L.3.AP.6b:</a>	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

[LAFS.4.RF.3.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.RF.3.AP.3a:</a>	Recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.
<a href="#">LAFS.4.RF.3.AP.3b:</a>	Identify grade-level words with accuracy and on successive attempts.

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.4.RF.4.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.RF.4.AP.4a:</a>	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
<a href="#">LAFS.4.RF.4.AP.4b:</a>	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.
<a href="#">LAFS.4.RF.4.AP.4c:</a>	Use context to confirm or self-correct word recognition.

[LAFS.4.RI.1.1:](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.1.AP.1a:</a>	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
<a href="#">LAFS.4.RI.1.AP.1b:</a>	Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.

[LAFS.4.RI.1.2:](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.1.AP.2a:</a>	Determine the main idea of an informational text.
<a href="#">LAFS.4.RI.1.AP.2b:</a>	Identify supporting details of an informational text.
<a href="#">LAFS.4.RI.1.AP.2c:</a>	Identify how ideas are organized to summarize the text.

[LAFS.4.RI.1.3:](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.

[LAFS.4.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.4a:</a>	Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.

[LAFS.4.RI.2.5:](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.5a:</a>	Identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).
<a href="#">LAFS.4.RI.2.AP.5b:</a>	Identify the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text excerpt.
<a href="#">LAFS.4.RI.2.AP.5c:</a>	Identify the overall structure of a complete text.

[LAFS.4.RI.2.6:](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.6a:</a>	Determine if information in a text is firsthand or secondhand.
<a href="#">LAFS.4.RI.2.AP.6b:</a>	Compare and contrast a firsthand and secondhand account of the same event or topic.

[LAFS.4.RI.3.7:](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.7a:</a>	Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
<a href="#">LAFS.4.RI.3.AP.7b:</a>	Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
<a href="#">LAFS.4.RI.3.AP.7c:</a>	Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[LAFS.4.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.8a:</a>	Identify facts and examples that an author uses to support a specific point or argument in an informational text.
<a href="#">LAFS.4.RI.3.AP.8b:</a>	Use two texts to gather different types of information relevant to a specific topic.
<a href="#">LAFS.4.RI.3.AP.8c:</a>	Identify and use the most relevant information from two texts to write or speak about various aspects of a specific topic.

[LAFS.4.RI.3.9:](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.9a:</a>	Report out about two or more texts on the same self-selected topic.
<a href="#">LAFS.4.RI.3.AP.9b:</a>	Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

[LAFS.4.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.4.AP.10a:</a>	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.

[LAFS.4.RL.1.1:](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.1.AP.1a:</a>	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
<a href="#">LAFS.4.RL.1.AP.1b:</a>	Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.

[LAFS.4.RL.1.2:](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.1.AP.2a:</a>	Use information that relates to text organization and story elements in order to summarize a story, poem or drama.
<a href="#">LAFS.4.RL.1.AP.2b:</a>	Identify relevant words and phrases throughout the text to determine the theme of a story, drama or poem; refer to text to support answer.

[LAFS.4.RL.1.3:](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.1.AP.3a:</a>	Refer to text information that relates to one specific aspect of either the relationship between characters, setting, events or conflicts.

[LAFS.4.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.2.AP.4a:</a>	Determine the meaning of general academic and literary-specific words and phrases in increasingly complex text over time.

[LAFS.4.RL.2.5:](#)

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.2.AP.5a:</a>	Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).
<a href="#">LAFS.4.RL.2.AP.5b:</a>	Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).

[LAFS.4.RL.2.6:](#)

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.2.AP.6a:</a>	Determine the author's point of view (first- or third-person) in one story.
<a href="#">LAFS.4.RL.2.AP.6b:</a>	Determine the author's point of view (first- or third-person) in a second story.
<a href="#">LAFS.4.RL.2.AP.6c:</a>	Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

[LAFS.4.RL.3.7:](#)

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RL.3.AP.7a:</a>	Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions and conclusions.
<a href="#">LAFS.4.RL.3.AP.7b:</a>	Make connections between the text of a story and the visual representations, referring back to text/illustrations to support answer.
<a href="#">LAFS.4.RL.3.AP.7c:</a>	Make connections between the text of a play and the oral representations, referring back to text/illustrations to support answer.

[LAFS.4.RL.3.9:](#)

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RL.3.AP.9a:</a>	Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths and traditional literature from different cultures.
<a href="#">LAFS.4.RL.3.AP.9b:</a>	Compare the treatment of patterns of events (e.g., the quest) in stories, myths and traditional literature from different cultures.

[LAFS.4.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RL.4.AP.10a:</a>	Read or listen to and recount stories, dramas, poetry and other types of text -- including adapted text -- of increasing complexity over time for a variety of purposes.

[LAFS.4.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.4.SL.1.2:](#)

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.SL.1.AP.2a:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.4.SL.1.3:](#)

Identify the reasons and evidence a speaker provides to support particular points.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.SL.1.AP.3a:</a>	Identify the reasons and evidence a speaker provides to support particular points.

[LAFS.4.SL.2.4:](#)

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.SL.2.AP.4a:</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.4.SL.2.AP.4b:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

[LAFS.4.SL.2.5:](#)

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Related Access Points**

Name	Description
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[LAFS.4.SL.2.AP.5a:](#) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[LAFS.4.SL.2.6:](#)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.2.AP.6a:</a>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).
<a href="#">LAFS.4.SL.2.AP.6b:</a>	Use formal English when appropriate to task and situation.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

[LAFS.4.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.1a:</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.4.W.1.AP.1b:</a>	Provide reasons that include relevant facts and details that support a stated opinion.
<a href="#">LAFS.4.W.1.AP.1c:</a>	Create an organizational structure that lists reasons in a logical order.
<a href="#">LAFS.4.W.1.AP.1d:</a>	Use transitional words and phrases appropriately to link opinion and reasons.
<a href="#">LAFS.4.W.1.AP.1e:</a>	Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.2a:</a>	Introduce a topic clearly and group related information in paragraphs and sections.
<a href="#">LAFS.4.W.1.AP.2b:</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
<a href="#">LAFS.4.W.1.AP.2c:</a>	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
<a href="#">LAFS.4.W.1.AP.2d:</a>	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
<a href="#">LAFS.4.W.1.AP.2e:</a>	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
<a href="#">LAFS.4.W.1.AP.2f:</a>	Provide a concluding statement or section to support the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

[LAFS.4.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.3a:</a>	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
<a href="#">LAFS.4.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.4.W.1.AP.3c:</a>	When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.4.W.1.AP.3d:</a>	Use a variety of transitional words and phrases to manage the sequence of events.
<a href="#">LAFS.4.W.1.AP.3e:</a>	Use concrete words and phrases and sensory details to convey experiences and events.
<a href="#">LAFS.4.W.1.AP.3f:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.4.W.2.4:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.4a:</a>	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.

[LAFS.4.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.
<a href="#">LAFS.4.W.2.AP.5b:</a>	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).
<a href="#">LAFS.4.W.2.AP.5c:</a>	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).

[LAFS.4.W.2.6:](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.4.W.2.AP.6b:</a>	Develop and use keyboarding skills.
<a href="#">LAFS.4.W.2.AP.6c:</a>	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).

[LAFS.4.W.3.7:](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.7a:</a>	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).
<a href="#">LAFS.4.W.3.AP.7b:</a>	Build knowledge on topics through continued engagement in research investigation.

[LAFS.4.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.4.W.3.AP.8b:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.4.W.3.AP.8c:</a>	Identify key details from an informational text that are relevant to the specific topic.
<a href="#">LAFS.4.W.3.AP.8d:</a>	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.
<a href="#">LAFS.4.W.3.AP.8e:</a>	Provide a list of sources that contributed to the content within a writing piece.

[LAFS.4.W.3.9:](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[LAFS.4.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.W.4.AP.10a:</a>	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.4.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

[HE.4.B.3.1:](#)

Describe characteristics of valid health information, products, and services.

<b>Remarks/Examples:</b> Professional certification, components of proper labeling, complete directions for use, source, and date.
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**Related Access Points**

Name	Description
<a href="#">HE.4.B.3.In.a:</a>	Identify characteristics of valid health information, products, and services, such as professional certification, complete directions for use, source, and date.

[HE.4.B.3.Su.a:](#) Recognize characteristics of valid health information, products, and services, such as complete directions for use, source, and date.

[HE.4.B.3.Pa.a:](#) Recognize trusted adults or health care providers at home, school, and in the community who can provide valid health information, products, and services, such as parents, therapists, nurses, and doctors.

Construct criteria for selecting health resources, products, services, and reputable technologies.

[HE.4.B.3.2:](#)

**Remarks/Examples:**

Asking if health resources are safe, affordable, and available.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.3.In.b:</a>	Identify criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.
<a href="#">HE.4.B.3.Su.b:</a>	Recognize criteria for selecting common health resources, products, and services, such as safety, affordability, and availability.
<a href="#">HE.4.B.3.Pa.b:</a>	Associate selected health products and services with related health activities.

Explain effective verbal and nonverbal communication skills to enhance health.

[HE.4.B.4.1:](#)

**Remarks/Examples:**

Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.a:</a>	Identify effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.
<a href="#">HE.4.B.4.Su.a:</a>	Recognize selected effective verbal and nonverbal communication skills to enhance health, such as practicing assertive, aggressive, or passive responses and demonstrating empathy for others.
<a href="#">HE.4.B.4.Pa.a:</a>	Recognize effective verbal and nonverbal communication to enhance health.

Identify refusal skills and negotiation skills that avoid or reduce health risks.

[HE.4.B.4.2:](#)

**Remarks/Examples:**

Expressing feelings, offering alternatives, and reporting danger.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.b:</a>	Recognize selected refusal skills and negotiation skills that avoid or reduce health risks, such as expressing feelings, offering alternatives, and reporting danger.
<a href="#">HE.4.B.4.Su.b:</a>	Recognize basic refusal skills that avoid or reduce health risks in the classroom, such as expressing feelings and reporting danger.
<a href="#">HE.4.B.4.Pa.b:</a>	Recognize refusal skills to reduce health risks in the classroom.

Discuss nonviolent strategies to manage or resolve conflict.

[HE.4.B.4.3:](#)

**Remarks/Examples:**

Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.c:</a>	Recognize nonviolent strategies to manage or resolve conflict at school, such as telling a resource officer, having a "cool-off" period or quiet time, getting physical activity, and compromising.
<a href="#">HE.4.B.4.Su.c:</a>	Recognize a nonviolent strategy to manage or resolve conflict at school, such as telling a resource officer, having a "cool-off" period or quiet time, getting physical activity, or compromising.
<a href="#">HE.4.B.4.Pa.c:</a>	Recognize a selected nonviolent way to respond to a potentially threatening classroom situation, such as a disagreement with a peer.

Demonstrate ways to ask for assistance to enhance personal health.

[HE.4.B.4.4:](#)

**Remarks/Examples:**

Verbalize, write, text, email, and draw.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.4.In.d:</a>	Demonstrate basic ways to ask for assistance to enhance personal health, such as verbalizing, writing, and drawing.
<a href="#">HE.4.B.4.Su.d:</a>	Demonstrate a way to ask for assistance to enhance personal health, such as verbalizing, writing, or drawing.
<a href="#">HE.4.B.4.Pa.d:</a>	Communicate a request for assistance to enhance personal health.

Identify circumstances that can help or hinder healthy decision making.

[HE.4.B.5.1:](#)

**Remarks/Examples:**

Lack of knowledge, lack of support, and cultural norms.

**Related Access Points**

Name	Description
<a href="#">HE.4.B.5.In.a:</a>	Recognize circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.

[HE.4.B.5.Su.a:](#) Recognize selected circumstances that can help or hinder healthy decision making, such as family support or lack of knowledge and support.

[HE.4.B.5.Pa.a:](#) Recognize choices related to health, such as daily exercise, and eating healthy food.

Describe ways a safe, healthy school environment can promote personal health.

[HE.4.C.1.3:](#)

**Remarks/Examples:**

Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.

**Related Access Points**

Name	Description
<a href="#">HE.4.C.1.In.3:</a>	Identify ways a safe, healthy school environment can promote personal health, such as having hall monitors and school crossing guards, and providing hand- washing supplies in the restrooms.
<a href="#">HE.4.C.1.Su.3:</a>	Recognize ways a safe, healthy school environment can promote personal health, such as having hall monitors and school- crossing guards, and providing hand- washing supplies in the restrooms.
<a href="#">HE.4.C.1.Pa.3:</a>	Recognize a way a safe, healthy school promotes personal health, such as by having adult supervision.

Explain how media influences personal thoughts, feelings, and health behaviors.

[HE.4.C.2.5:](#)

**Remarks/Examples:**

Insidious marketing/product placement, branding, and anti-drug campaigns.

**Related Access Points**

Name	Description
<a href="#">HE.4.C.2.In.e:</a>	Identify ways media and the use of technology influences personal thoughts, feelings, and health behaviors, such as product placement, promoting certain brands, anti-drug campaigns, video games, and seat-belt alarms.
<a href="#">HE.4.C.2.Su.e:</a>	Recognize ways media and the use of technology influence personal thoughts, feelings, and health behaviors, such as promoting brands, anti-drug campaigns, video games, and seat-belt alarms.
<a href="#">HE.4.C.2.Pa.e:</a>	Recognize a way media or the use of technology affects an emotion or a health behavior.

[SC.4.N.1.3:](#)

Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.1:</a>	Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
<a href="#">SC.4.N.1.Su.1:</a>	Ask a question about the natural world, explore materials, observe, and share information.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Attempt reasonable answers to scientific questions and cite evidence in support.

[SC.4.N.1.4:](#)

**Remarks/Examples:**

\* Florida Standards Connections: [LAFS.4.W.3.8](#). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [LAFS.4.W.3.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.

\*\* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.3:</a>	Relate findings to predefined science questions.
<a href="#">SC.4.N.1.Su.3:</a>	Answer questions about objects and actions related to science.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Compare the methods and results of investigations done by other classmates.

[SC.4.N.1.5:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.2:</a>	Compare own observations with observations of others.
<a href="#">SC.4.N.1.Su.2:</a>	Identify information based on observations of self and others.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

[SC.4.N.1.6:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.4:</a>	Communicate observations and findings through the use of pictures, writing, or charts.
<a href="#">SC.4.N.1.Su.4:</a>	Record observations using drawings, dictation, or pictures.
<a href="#">SC.4.N.1.Pa.3:</a>	Select an object or picture to represent observed events.

[SS.4.C.1.1:](#) Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.1.In.a:</a>	Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.
<a href="#">SS.4.C.1.Su.a:</a>	Recognize that Florida's constitution protects the rights of Florida's citizens.
<a href="#">SS.4.C.1.Pa.a:</a>	Recognize the right of citizens to access and participate in community activities.

[SS.4.C.2.3:](#) Explain the importance of public service, voting, and volunteerism.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.2.In.c:</a>	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.
<a href="#">SS.4.C.2.Su.c:</a>	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.
<a href="#">SS.4.C.2.Pa.c:</a>	Recognize a way to work with a group to help solve a problem.

[ELD.K12.ELL.LA.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">English (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 448 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15455>



# Access Language Arts - Grade 5 (#7710016)

{ [Language Arts - Grade 5 - 5010046](#) }

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<p><b>Course Number:</b> 7710016</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 5</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS LANG ART - 5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## Course Standards

Name	Description								
<a href="#">LAFS.5.L.1.1:</a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Demonstrate fluent and legible cursive writing skills.</li> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ol> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">LAFS.5.L.1.AP.1a:</a></td> <td>Recognize and correct inappropriate shifts in verb tense.</td> </tr> <tr> <td><a href="#">LAFS.5.L.1.AP.1b:</a></td> <td>Use appropriate verb tense to convey times, sequence, state and condition.</td> </tr> <tr> <td><a href="#">LAFS.5.L.1.AP.1c:</a></td> <td>Identify and use conjunctions, prepositions and interjections in writing.</td> </tr> </tbody> </table>	Name	Description	<a href="#">LAFS.5.L.1.AP.1a:</a>	Recognize and correct inappropriate shifts in verb tense.	<a href="#">LAFS.5.L.1.AP.1b:</a>	Use appropriate verb tense to convey times, sequence, state and condition.	<a href="#">LAFS.5.L.1.AP.1c:</a>	Identify and use conjunctions, prepositions and interjections in writing.
Name	Description								
<a href="#">LAFS.5.L.1.AP.1a:</a>	Recognize and correct inappropriate shifts in verb tense.								
<a href="#">LAFS.5.L.1.AP.1b:</a>	Use appropriate verb tense to convey times, sequence, state and condition.								
<a href="#">LAFS.5.L.1.AP.1c:</a>	Identify and use conjunctions, prepositions and interjections in writing.								
<a href="#">LAFS.5.L.1.2:</a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>								

### Related Access Points

Name	Description
<a href="#">LAFS.5.L.1.AP.2a:</a>	Use punctuation to separate items in a series.
<a href="#">LAFS.5.L.1.AP.2b:</a>	Use commas accurately in writing.
<a href="#">LAFS.5.L.1.AP.2c:</a>	Spell words correctly in writing, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

[LAFS.5.L.2.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.L.2.AP.3a:</a>	Expand, combine and reduce sentences for meaning, reader interest and style for writing or speaking.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

[LAFS.5.L.3.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.L.3.AP.4a:</a>	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.
<a href="#">LAFS.5.L.3.AP.4b:</a>	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
<a href="#">LAFS.5.L.3.AP.4c:</a>	Find the pronunciation of a word.
<a href="#">LAFS.5.L.3.AP.4d:</a>	Find the precise meaning of a word.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

[LAFS.5.L.3.5:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.L.3.AP.5a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.
<a href="#">LAFS.5.L.3.AP.5b:</a>	Identify the meaning of common idioms or proverbs.
<a href="#">LAFS.5.L.3.AP.5c:</a>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
<a href="#">LAFS.5.L.3.AP.5d:</a>	Use figurative language in context, including similes and metaphors.

Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

[LAFS.5.L.3.6:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.L.3.AP.6a:</a>	Use general academic and domain-specific words and phrases accurately.
<a href="#">LAFS.5.L.3.AP.6b:</a>	Use grade-appropriate general academic and domain-specific words and phrases accurately within informational writing.

Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

[LAFS.5.RF.3.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.RF.3.AP.3a:</a>	Use syllabication patterns to decode words.
<a href="#">LAFS.5.RF.3.AP.3b:</a>	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[LAFS.5.RF.4.4:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.RF.4.AP.4a:</a>	Use context to confirm or self-correct word recognition.
<a href="#">LAFS.5.RF.4.AP.4b:</a>	Use appropriate rate and expression.

[LAFS.5.RI.1.1:](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.1.AP.1a:</a>	Quote accurately from a text when explaining what the text says explicitly.
<a href="#">LAFS.5.RI.1.AP.1b:</a>	Quote accurately from a text to support inferences.

[LAFS.5.RI.1.2:](#)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.1.AP.2a:</a>	Determine the main ideas of a text.
<a href="#">LAFS.5.RI.1.AP.2b:</a>	Identify key details that support the main idea.
<a href="#">LAFS.5.RI.1.AP.2c:</a>	Summarize the text read, read aloud or presented in diverse media.

[LAFS.5.RI.1.3:](#)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.1.AP.3a:</a>	Identify the relationship between two or more individuals in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3b:</a>	Identify the relationship between two or more events of concepts in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3c:</a>	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

[LAFS.5.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
<a href="#">LAFS.5.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

[LAFS.5.RI.2.5:](#)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.2.AP.5a:</a>	Use signal words as a means of locating information (e.g., knowing that “because” or “as a result of” may help link a cause to a result).
<a href="#">LAFS.5.RI.2.AP.5b:</a>	Use signal word to identify common types of text structure.
<a href="#">LAFS.5.RI.2.AP.5c:</a>	Identify the structure of both texts (chronological order, compare/contrast, cause/effect, problem/solution).
<a href="#">LAFS.5.RI.2.AP.5d:</a>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.

[LAFS.5.RI.2.6:](#)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.2.AP.6a:</a>	Analyze multiple accounts of the same event or topic.
<a href="#">LAFS.5.RI.2.AP.6b:</a>	Note similarities and differences in the point of view of multiple accounts of the same event or topic.

[LAFS.5.RI.3.7:](#)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.3.AP.7a:</a>	Locate information from multiple print or digital sources on the same topic.
<a href="#">LAFS.5.RI.3.AP.7b:</a>	Refer to multiple print or digital sources to locate the answer to a question or solve a problem.
<a href="#">LAFS.5.RI.3.AP.7c:</a>	Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).

[LAFS.5.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.3.AP.8a:</a>	Explain how an author uses reasons and evidence to support particular points in a text.

<a href="#">LAFS.5.RI.3.AP.8b:</a>	Identify reasons and evidence that support an author's point(s) in a text.
<a href="#">LAFS.5.RI.3.AP.8c:</a>	Identify the author's stated thesis/claim/opinion.
<a href="#">LAFS.5.RI.3.AP.8d:</a>	Identify evidence the author uses to support stated thesis/claim/opinion.

[LAFS.5.RI.3.9:](#)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.3.AP.9a:</a>	Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
<a href="#">LAFS.5.RI.3.AP.9b:</a>	Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.

[LAFS.5.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RI.4.AP.10a:</a>	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
<a href="#">LAFS.5.RI.4.AP.10b:</a>	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

[LAFS.5.RL.1.1:](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RL.1.AP.1a:</a>	Refer to details and examples in a text when explaining what the text says explicitly.
<a href="#">LAFS.5.RL.1.AP.1b:</a>	Refer to specific text evidence to support inferences.

[LAFS.5.RL.1.2:](#)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RL.1.AP.2a:</a>	Summarize a portion of text, such as a paragraph or a chapter.
<a href="#">LAFS.5.RL.1.AP.2b:</a>	Summarize a text from beginning to end in a few sentences.
<a href="#">LAFS.5.RL.1.AP.2c:</a>	Determine the theme of a story, drama or poem from details in the text.
<a href="#">LAFS.5.RL.1.AP.2d:</a>	Explain how characters in a story or drama respond to challenges.
<a href="#">LAFS.5.RL.1.AP.2e:</a>	Explain how the speaker in a poem reflects on the topic.

[LAFS.5.RL.1.3:](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RL.1.AP.3a:</a>	Compare similarities in the characters, settings and events within a story and provide specific details in the text to support the comparison.
<a href="#">LAFS.5.RL.1.AP.3b:</a>	Contrast the difference of two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[LAFS.5.RL.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RL.2.AP.4a:</a>	Identify figurative language (metaphors/similes) within a text.
<a href="#">LAFS.5.RL.2.AP.4b:</a>	Determine the meaning of figurative language as it is used in the text.

[LAFS.5.RL.2.5:](#)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RL.2.AP.5a:</a>	Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.
<a href="#">LAFS.5.RL.2.AP.5b:</a>	Explain how a series of chapters fits together to provide the overall structure of a particular text.
<a href="#">LAFS.5.RL.2.AP.5c:</a>	Explain how a stanzas fit together to provide the structure of a poem.

[LAFS.5.RL.2.6:](#)

Describe how a narrator's or speaker's point of view influences how events are described.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.RL.2.AP.6a:</a>	Describe a narrator's or speaker's point of view.

<a href="#">LAFS.5.RL.2.AP.6b:</a>	Describe how the speaker's point of view influences the events in the text.
<a href="#">LAFS.5.RL.2.AP.6c:</a>	Explain how the description of characters, setting or events might change if the person telling the story changed.
<a href="#">LAFS.5.RL.2.AP.6d:</a>	Interpret the meaning of metaphors and similes to help explain the setting within a text.
<a href="#">LAFS.5.RL.2.AP.6e:</a>	Interpret the meaning of metaphors and similes to help determine the mood within a text.

[LAFS.5.RL.3.7:](#)

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.3.AP.7a:</a>	Describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<a href="#">LAFS.5.RL.3.AP.7b:</a>	Describe how visual or multimedia elements contribute to the tone or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

[LAFS.5.RL.3.9:](#)

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.3.AP.9a:</a>	Compare the similarities of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<a href="#">LAFS.5.RL.3.AP.9b:</a>	Contrast the differences of stories in the same genre.
<a href="#">LAFS.5.RL.3.AP.9c:</a>	Describe how the theme of stories in the same genre approach.

[LAFS.5.RL.4.10:](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RL.4.AP.10a:</a>	Read or listen to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels.
<a href="#">LAFS.5.RL.4.AP.10b:</a>	Use a variety of strategies to derive meaning from a variety of texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.5.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.

[LAFS.5.SL.1.2:](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.2a:</a>	Determine the narrative point of view of a text read, read aloud or viewed.
<a href="#">LAFS.5.SL.1.AP.2b:</a>	Summarize the text or a portion of the text read, read aloud or presented in diverse media.

[LAFS.5.SL.1.3:](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.5.SL.1.AP.3b:</a>	Identify a speaker's points or claims.
<a href="#">LAFS.5.SL.1.AP.3c:</a>	Identify reasons and evidence that a speaker provides to support points or claims.
<a href="#">LAFS.5.SL.1.AP.3d:</a>	Explain how at least one perspective in a discussion is supported by reasons and evidence.

[LAFS.5.SL.2.4:](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.4a:</a>	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.

[LAFS.5.SL.2.AP.4b:](#) Speak clearly and at an understandable pace.

[LAFS.5.SL.2.AP.4c:](#) Elaborate on each fact or opinion given in support of a claim with relevant details.

[LAFS.5.SL.2.5:](#)

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.5a:</a>	Include multimedia components (e.g., graphics, sound) in presentation when appropriate to enhance the development of topic.
<a href="#">LAFS.5.SL.2.AP.5b:</a>	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.

[LAFS.5.SL.2.6:](#)

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
<a href="#">LAFS.5.SL.2.AP.6b:</a>	Speak using formal English discourse (academic language) during collaborative conversations or class discussions.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

[LAFS.5.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.1a:</a>	Provide an introduction that states own opinion within persuasive text.
<a href="#">LAFS.5.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
<a href="#">LAFS.5.W.1.AP.1c:</a>	Provide relevant facts to support stated opinion or reasons within persuasive writing.
<a href="#">LAFS.5.W.1.AP.1d:</a>	Link opinions and reasons using words, phrases and clauses.
<a href="#">LAFS.5.W.1.AP.1e:</a>	Provide a clear concluding statement or section related to the opinion stated.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.2a:</a>	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
<a href="#">LAFS.5.W.1.AP.2b:</a>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
<a href="#">LAFS.5.W.1.AP.2c:</a>	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.5.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
<a href="#">LAFS.5.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.5.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.5.W.1.AP.2g:</a>	Provide a concluding statement or section to summarize the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

[LAFS.5.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.3a:</a>	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<a href="#">LAFS.5.W.1.AP.3b:</a>	Organize ideas and events so that they unfold naturally.
<a href="#">LAFS.5.W.1.AP.3c:</a>	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.5.W.1.AP.3d:</a>	Use transitional words, phrases and clauses to manage the sequence of events.

[LAFS.5.W.1.AP.3e](#): Use concrete words and phrases and sensory details to convey experiences and events precisely.

[LAFS.5.W.1.AP.3f](#): Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.

[LAFS.5.W.1.AP.3g](#): Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.

[LAFS.5.W.2.4](#):

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.4a</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
<a href="#">LAFS.5.W.2.AP.4b</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.5.W.2.AP.4c</a>	Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.

[LAFS.5.W.2.5](#):

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.5a</a>	With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5b</a>	With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.5.W.2.AP.5c</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5d</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.5.W.2.AP.5e</a>	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.

[LAFS.5.W.2.6](#):

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.6a</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).
<a href="#">LAFS.5.W.2.AP.6b</a>	Develop keyboarding skills.

[LAFS.5.W.3.7](#):

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.3.AP.7a</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.5.W.3.8](#):

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.3.AP.8a</a>	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8b</a>	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8c</a>	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8d</a>	Provide a list of sources that contributed to the content within a writing piece.

[LAFS.5.W.3.9](#):

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.3.AP.9a</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b</a>	Draw evidence from informational text to support an analysis, reflection or research.

[LAFS.5.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.5.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

Discuss characteristics of valid health information, products, and services.

[HE.5.B.3.1:](#)

<b>Remarks/Examples:</b> Reliable source, current information, and medically accurate information.
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**Related Access Points**

Name	Description
<a href="#">HE.5.B.3.In.a:</a>	Describe characteristics of valid health information, products, and services, such as being a reliable source, having current information, and being medically accurate.
<a href="#">HE.5.B.3.Su.a:</a>	Identify selected characteristics of valid health information, such as being a reliable source, having current information, and being medically accurate.
<a href="#">HE.5.B.3.Pa.a:</a>	Recognize healthcare providers in the home, school, or community who provide valid health information, such as a therapist, nurse, and doctor.

Evaluate criteria for selecting health resources, products, and services.

[HE.5.B.3.2:](#)

<b>Remarks/Examples:</b> Function, directions for use, competence of the provider, and costs.
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**Related Access Points**

Name	Description
<a href="#">HE.5.B.3.In.b:</a>	Describe criteria for selecting common health resources, products, and services, such as function, directions for use, and provider competence.
<a href="#">HE.5.B.3.Su.b:</a>	Identify criteria for selecting common health resources, products, and services, such as function, directions for use, and provider competence.
<a href="#">HE.5.B.3.Pa.b:</a>	Recognize intended use of selected health products.

Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.

[HE.5.B.4.1:](#)

<b>Remarks/Examples:</b> Written or verbal communication, body language, and conflict- resolution skills.
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**Related Access Points**

Name	Description
<a href="#">HE.5.B.4.In.a:</a>	Describe common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal or written communication and conflict- resolution skills.
<a href="#">HE.5.B.4.Su.a:</a>	Identify common techniques of effective verbal and nonverbal communication skills to enhance health, such as verbal communication and conflict-resolution skills.
<a href="#">HE.5.B.4.Pa.a:</a>	Recognize effective verbal and nonverbal communication skills to enhance health.

Discuss refusal skills and negotiation skills that avoid or reduce health risks.

[HE.5.B.4.2:](#)

<b>Remarks/Examples:</b> States desires clearly, offer alternative, use "I" messages, and role play.
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**Related Access Points**

Name	Description
<a href="#">HE.5.B.4.In.b:</a>	Identify selected refusal skills and negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using "I" messages.
<a href="#">HE.5.B.4.Su.b:</a>	Recognize selected refusal or negotiation skills that avoid or reduce health risks, such as stating desires clearly, offering alternatives, and using "I" messages.
<a href="#">HE.5.B.4.Pa.b:</a>	Recognize selected refusal skills to reduce health risks in the classroom, such as saying "no" or turning away.

Illustrate effective conflict resolution strategies.

[HE.5.B.4.3:](#)

<b>Remarks/Examples:</b> Expressing emotions, listening, and using body language.
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**Related Access Points**

Name	Description
<a href="#">HE.5.B.4.In.c:</a>	Identify selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.
<a href="#">HE.5.B.4.Su.c:</a>	Recognize selected effective conflict or resolution strategies, such as expressing emotions, listening, and using body language.
<a href="#">HE.5.B.4.Pa.c:</a>	Recognize a selected way to resolve a conflict with a peer, such as turning away.

Determine ways to ask for assistance to enhance the health of self and others.

[HE.5.B.4.4:](#)

**Remarks/Examples:**

Verbalize, write, and draw.

**Related Access Points**

Name	Description
<a href="#">HE.5.B.4.In.d:</a>	Demonstrate ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, or drawing.
<a href="#">HE.5.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance the health of self and others, such as verbalizing, writing, and drawing.
<a href="#">HE.5.B.4.Pa.d:</a>	Initiate a request for assistance to enhance health of self and others.

Describe circumstances that can help or hinder healthy decision making.

[HE.5.B.5.1:](#)

**Remarks/Examples:**

Peer pressure, bullying, substance abuse, and stress.

**Related Access Points**

Name	Description
<a href="#">HE.5.B.5.In.a:</a>	Identify selected circumstances that can help or hinder healthy decision making, such as peer pressure, bullying, substance abuse, and stress.
<a href="#">HE.5.B.5.Su.a:</a>	Recognize circumstances that can help or hinder healthy decision making in the classroom, such as peer pressure, bullying, substance abuse, and stress.
<a href="#">HE.5.B.5.Pa.a:</a>	Recognize a circumstance that can help healthy decision making, such as having assistance available.

Explain ways a safe, healthy home and school environment promote personal health.

[HE.5.C.1.3:](#)

**Remarks/Examples:**

Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.

**Related Access Points**

Name	Description
<a href="#">HE.5.C.1.In.3:</a>	Identify ways a safe, healthy home and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.
<a href="#">HE.5.C.1.Su.3:</a>	Recognize ways a safe, healthy home and school environment promote personal health, such as providing a smoke-free environment, having rules for behavior, and providing healthy foods.
<a href="#">HE.5.C.1.Pa.3:</a>	Recognize a way a safe home and school environment promote health, such as providing a smoke-free environment, having rules for behavior, or providing healthy foods.

Determine how media influences family health behaviors and the selection of health information, products, and services.

[HE.5.C.2.5:](#)

**Remarks/Examples:**

Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.

**Related Access Points**

Name	Description
<a href="#">HE.5.C.2.In.e:</a>	Describe ways media and technology influence family- health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.
<a href="#">HE.5.C.2.Su.e:</a>	Recognize ways media and technology influence family-health behaviors and the selection of information, products, and services, such as providing severe-weather alerts, health-product commercials, carbon-monoxide detectors, and microwave ovens.
<a href="#">HE.5.C.2.Pa.e:</a>	Recognize ways media and technology affect family-health behaviors, such as healthy eating and using exercise equipment.

Recognize and explain the need for repeated experimental trials.

[SC.5.N.1.3:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Identify a control group and explain its importance in an experiment.

[SC.5.N.1.4:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

[SC.5.N.1.5:](#)

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.4:</a>	Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments.
<a href="#">SC.5.N.1.Su.4:</a>	Recognize ways that scientific evidence can be collected, such as by observing or measuring.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

[SC.5.N.1.6:](#)

Recognize and explain the difference between personal opinion/interpretation and verified observation.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.5:</a>	Determine whether descriptions of observations are based on fact or personal belief.
<a href="#">SC.5.N.1.Su.5:</a>	Recognize facts about a scientific observation.
<a href="#">SC.5.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to respond to a question about the natural world.

[SS.5.C.1.1:](#)

Explain how and why the United States government was created.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.a:</a>	Identify reasons for creating the United States government, such as to provide services and protection for citizens.
<a href="#">SS.5.C.1.Su.a:</a>	Recognize a reason for creating the United States government, such as to provide services or protection for citizens.
<a href="#">SS.5.C.1.Pa.a:</a>	Recognize that governments make laws to keep people safe.

Explain the definition and origin of rights.

[SS.5.C.1.3:](#)

**Remarks/Examples:**

Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.c:</a>	Identify examples of natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Su.c:</a>	Recognize natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Pa.c:</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.5:](#)

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.e:</a>	Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.
<a href="#">SS.5.C.1.Su.e:</a>	Recognize that the Bill of Rights lists the rights of individuals.
<a href="#">SS.5.C.1.Pa.e:</a>	Recognize a right of people, such as freedom.

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Related Certifications**

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Elementary Grades 1-6)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">English (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>

[Elementary Education \(Grades K-6\)](#) Plus [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#) Plus [Elementary Education \(Elementary Grades 1-6\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#) Plus [English \(Elementary Grades 1-6\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#) Plus [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 418 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15456>



# Access Mathematics - Grade Kindergarten (#7712015)

{ [Mathematics - Grade Kindergarten - 5012020](#) }

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<p><b>Course Number:</b> 7712015</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MATH GRADE K</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the Kindergarten level. The foundational concepts of quantity, patterns, shapes, space, and time provide a framework to organize our environment and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Quantity
- Patterns
- Two and three dimensional shapes/objects
- Shape and object attributes
- Spatial relationships
- Time

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

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

## Course Standards

Name	Description
<a href="#">MAFS.K.CC.1.1:</a>	Count to 100 by ones and by tens.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.K.CC.1.AP.1a:</a>	Rote count up to 10.
<a href="#">MAFS.K.CC.1.AP.1b:</a>	Rote count up to 31.

[MAFS.K.CC.1.2:](#)

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**Related Access Points**

Name	Description
<a href="#">MAFS.K.CC.1.AP.2a:</a>	Rote count forward from a given number (instead of having to begin at 1).

[MAFS.K.CC.1.3:](#)

Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**Related Access Points**

Name	Description
<a href="#">MAFS.K.CC.1.AP.3a:</a>	Identify numerals 1 – 10.
<a href="#">MAFS.K.CC.1.AP.3b:</a>	Identify the numerals 1–10 when presented with the name of the number.
<a href="#">MAFS.K.CC.1.AP.3c:</a>	Write or select the numerals 1–10.

Understand the relationship between numbers and quantities; connect counting to cardinality.

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

[MAFS.K.CC.2.4:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.K.CC.2.AP.4a:</a>	Identify the set that has more.
<a href="#">MAFS.K.CC.2.AP.4b:</a>	Count up to 10 objects in a line, rectangle, or array.
<a href="#">MAFS.K.CC.2.AP.4c:</a>	Match the numeral to the number of objects in a set.

[MAFS.K.CC.2.5:](#)

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.CC.2.AP.5a:</a>	Identify the number of objects in a line, rectangle, or array.
<a href="#">MAFS.K.CC.2.AP.5b:</a>	Count up to 10 objects in a line, rectangle, or array.

[MAFS.K.CC.3.6:](#)

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.CC.3.AP.6a:</a>	Compare two sets and identify the set that is greater than the other set, up to 10.
<a href="#">MAFS.K.CC.3.AP.6b:</a>	Compare two sets and identify the set that is less than the other set, up to 10.
<a href="#">MAFS.K.CC.3.AP.6c:</a>	Compare 2 sets and identify if the set is equal to the other set, up to 10.

[MAFS.K.CC.3.7:](#)

Compare two numbers between 1 and 10 presented as written numerals.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.CC.3.AP.7a:</a>	Identify the smaller or larger number given two numbers between 0 and 10.

[MAFS.K.G.1.1:](#)

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.G.1.AP.1a:</a>	Use spatial language (e.g., above, below) to describe two-dimensional shapes.

[MAFS.K.G.1.2:](#)

Correctly name shapes regardless of their orientations or overall size.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.G.1.AP.2a:</a>	Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size.

[MAFS.K.G.1.3:](#)

Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**Related Access Points**

Name	Description
<a href="#">MAFS.K.G.1.AP.3a:</a>	Identify shapes as two-dimensional (lying flat) or three-dimensional ("solid").

[MAFS.K.G.2.4:](#)

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

**Related Access Points**

Name	Description
<a href="#">MAFS.K.G.2.AP.4a:</a>	Recognize two-dimensional shapes in environment, regardless of orientation or size.
<a href="#">MAFS.K.G.2.AP.4b:</a>	Use spatial language (e.g., above, below, etc.) to describe three-dimensional shapes.

[MAFS.K.G.2.5:](#)

Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.G.2.AP.5a:</a>	Build three-dimensional shapes.

[MAFS.K.G.2.6:](#)

Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

**Related Access Points**

Name	Description
<a href="#">MAFS.K.G.2.AP.6a:</a>	Compose a larger shape from smaller shapes.

[MAFS.K.MD.1.1:](#)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.MD.1.AP.1a:</a>	Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter, etc.).

[MAFS.K.MD.1.2:](#)

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.MD.1.AP.2a:</a>	Compare two objects with a measurable attribute in common to see which object has more/less of the attribute. (length, height, weight).

[MAFS.K.MD.1.a:](#)

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.MD.1.AP.aa:</a>	Express the length of an object as a whole number of lengths of another shorter object.

[MAFS.K.MD.2.3:](#)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.MD.2.AP.3a:</a>	Sort objects by characteristics (e.g., big/little, colors, shapes).

[MAFS.K.NBT.1.1:](#)

Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.NBT.1.AP.1a:</a>	Identify the value of a base ten block and ones block to build representations of 11-15.

[MAFS.K.OA.1.1:](#)

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

**Related Access Points**

Name	Description
<a href="#">MAFS.K.OA.1.AP.1a:</a>	Model with objects or communicate which groups of objects model "add ___" or "take away" within 5 objects.

[MAFS.K.OA.1.2:](#)

Solve addition and subtraction word problems<sup>1</sup>, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (<sup>1</sup>Students are not required to independently read the word problems.)

## Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.2a:</a>	Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures.
<a href="#">MAFS.K.OA.1.AP.2b:</a>	Count two sets to find sums up to 10.
<a href="#">MAFS.K.OA.1.AP.2c:</a>	Solve word problems within 10.

[MAFS.K.OA.1.4:](#)

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

## Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.4a:</a>	For any number from 1-4, find the number that makes 5 when added to the given number by using objects or drawings.
<a href="#">MAFS.K.OA.1.AP.4b:</a>	For any number from 1-9, find the number that makes 10 when added to the given number by using objects or drawings.

[MAFS.K.OA.1.5:](#)

Fluently add and subtract within 5.

## Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.5a:</a>	Add to find sums within 5.
<a href="#">MAFS.K.OA.1.AP.5b:</a>	Subtract to find difference within 5.

[MAFS.K.OA.1.a:](#)

Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

## Related Access Points

Name	Description
<a href="#">MAFS.K.OA.1.AP.aa:</a>	Use objects to solve word problems related to addition and subtraction that involve unknowns and quantities up to 5.

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

### Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

[LAFS.K.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.SL.1.2:](#)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.1.AP.2a:</a>	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.AP.2b:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

[LAFS.K.SL.1.3:](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.SL.1.AP.3a:</a>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.

[LAFS.K.W.1.2:](#)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.W.1.AP.2a:</a>	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
<a href="#">LAFS.K.W.1.AP.2b:</a>	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
<a href="#">LAFS.K.W.1.AP.2c:</a>	Organize information on a topic that includes two pieces of relevant content.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>

There are more than 418 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15457>



# Access Mathematics Grade 1 (#7712020)

{ [Mathematics - Grade One - 5012030](#) }

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<p><b>Course Number:</b> 7712020</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 1</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MATH GRADE 1</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the first grade level. The foundational concepts of joining and separating quantities, patterns, shapes, and measures provide a means to organize our environment and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Patterns
- Plane and solid figures
- Measurement
- Solving routine and non-routine quantitative problems

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

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

## Course Standards

Name	Description
<a href="#">MAFS.1.G.1.1:</a>	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.1.G.1.AP.1a:</a>	Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points).

[MAFS.1.G.1.2:](#)

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.G.1.AP.2a:</a>	Draw or build two- and three-dimensional shapes.

[MAFS.1.G.1.3:](#)

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.G.1.AP.3a:</a>	Partition circles and rectangles into two and four equal parts.

[MAFS.1.MD.1.1:](#)

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.1.AP.1a:</a>	Order up to three objects based on a measurable attribute (height, weight, length).
<a href="#">MAFS.1.MD.1.AP.1b:</a>	Order three objects by length; compare the length of two objects indirectly by using a third object.

Understand how to use a ruler to measure length to the nearest inch.

- Recognize that the ruler is a tool that can be used to measure the attribute of length.
- Understand the importance of the zero point and end point and that the length measure is the span between two points.
- Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.

[MAFS.1.MD.1.a:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.1.AP.aa:</a>	Use a ruler to measure the length of an object with exact whole units.

[MAFS.1.MD.2.3:](#)

Tell and write time in hours and half-hours using analog and digital clocks.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.2.AP.3a:</a>	Tell time in whole and half hours using a digital clock.

Identify and combine values of money in cents up to one dollar working with a single unit of currency<sup>1</sup>.

- Identify the value of coins (pennies, nickels, dimes, quarters).
- Compute the value of combinations of coins (pennies and/or dimes).
- Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.)  
(<sup>1</sup>Students are not expected to understand the decimal notation for combinations of dollars and cents.)

[MAFS.1.MD.2.a:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.2.AP.aa:</a>	Identify the value of pennies, nickels, dimes and quarters.

[MAFS.1.MD.3.4:](#)

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.3.AP.4a:</a>	Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category.
<a href="#">MAFS.1.MD.3.AP.4b:</a>	Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories.
<a href="#">MAFS.1.MD.3.AP.4c:</a>	Compare the values of the two categories of data in terms of more or less.

[MAFS.1.NBT.1.1:](#)

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand that the two digits of a two-digit number represent amounts of tens and ones.

- 10 can be thought of as a bundle of ten ones — called a “ten.”
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).

[MAFS.1.NBT.2.2:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.2.AP.2a:</a>	Build representations of numbers up to 31 by creating a group of 10 and some ones(e.g., 13 = one 10 and three 1s).
<a href="#">MAFS.1.NBT.2.AP.2b:</a>	Identify the value of the numbers in the tens and one place within a given number up to 31.

[MAFS.1.NBT.2.3:](#)

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.2.AP.3a:</a>	Compare two-digit numbers up to 31 using representations and numbers (e.g., identify more 10s, less 10s, more 1s, fewer 1s, larger number, smaller number).

[MAFS.1.NBT.3.4:](#)

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.3.AP.4a:</a>	Use base ten blocks to add single digit numbers that result in two-digit sums.
<a href="#">MAFS.1.NBT.3.AP.4b:</a>	Add a two-digit number and a multiple of 10 (e.g., $28 + 30 =$ ).

[MAFS.1.NBT.3.5:](#)

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.3.AP.5a:</a>	Using base ten blocks, find 10 more or 10 less of a given two-digit number (e.g., what is 10 more than 20? What is 10 less than 30?).

[MAFS.1.NBT.3.6:](#)

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.NBT.3.AP.6a:</a>	Using base ten blocks, subtract multiples of 10 (e.g., $30 - 10 =$ ).

[MAFS.1.OA.1.1:](#)

Use addition and subtraction within 20 to solve word problems<sup>1</sup> involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (<sup>1</sup>Students are not required to independently read the word problems.)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.1.AP.1a:</a>	Use base ten blocks to model simple addition or subtraction equations within 20 based upon a word problem.
<a href="#">MAFS.1.OA.1.AP.1b:</a>	Solve addition and subtraction word problems within 20.
<a href="#">MAFS.1.OA.1.AP.1c:</a>	Solve one-step addition and subtraction word problems where the change or result is unknown ( $4 + \_ = 7$ ) or ( $4 + 3 = \_$ ), within 20 using objects, drawings or pictures.

[MAFS.1.OA.1.2:](#)

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.1.AP.2a:</a>	Solve word problems that include combining three quantities whose sum is less than 10 using objects or drawings.

[MAFS.1.OA.2.3:](#)

Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.2.AP.3a:</a>	Recognize addition as commutative.

[MAFS.1.OA.2.4:](#)

Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

#### Related Access Points

Name	Description
<a href="#">MAFS.1.OA.2.AP.4a:</a>	Recognize subtraction as the inverse of addition.

[MAFS.1.OA.3.5:](#)

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

## Related Access Points

Name	Description
<a href="#">MAFS.1.OA.3.AP.5a:</a>	Use counting on to find the sum of two addends.
<a href="#">MAFS.1.OA.3.AP.5b:</a>	Count backwards to subtract to a specified number family less than 20.

[MAFS.1.OA.3.6:](#)

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

## Related Access Points

Name	Description
<a href="#">MAFS.1.OA.3.AP.6a:</a>	Add and subtract within 10, demonstrating fluency for addition and subtraction within 5.

[MAFS.1.OA.4.7:](#)

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

## Related Access Points

Name	Description
<a href="#">MAFS.1.OA.4.AP.7a:</a>	Determine if equations are true or false, using whole number totals within 10.

[MAFS.1.OA.4.8:](#)

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = [] - 3$ ,  $6 + 6 = []$ .

## Related Access Points

Name	Description
<a href="#">MAFS.1.OA.4.AP.8a:</a>	Find the unknown number in an addition or subtraction equation using whole number totals within 10.

[MAFS.K12.MP.1.1:](#)

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.2.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.3.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.4.1:](#)

### Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.SL.1.2:](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts or topics presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2b:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2c:</a>	Ask questions about key details in a story or information presented orally or through other media.

[LAFS.1.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.1.SL.1.AP.3b:</a>	Answer questions about what a speaker says.

[LAFS.1.W.1.2:](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.1.AP.2a:</a>	Write simple statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.1.W.1.AP.2b:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.K12.W.1.2:](#)

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

## Related Certifications

[Primary Education \(K-3\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#) Plus [Elementary Education \(Elementary Grades 1-6\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#) Plus [Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#) Plus [Primary Education \(K-3\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#) Plus [Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#) Plus [Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Primary Education \(K-3\)](#) Plus [Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#) Plus [Elementary Education \(Elementary Grades 1-6\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#) Plus [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#) Plus [Primary Education \(K-3\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#) Plus [Elementary Education \(Elementary Grades 1-6\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#) Plus [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#) Plus [Primary Education \(K-3\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#) Plus [Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#)

[Primary Education \(K-3\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#) Plus [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

There are more than 469 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15458>



# Access Mathematics Grade 2 (#7712030)

{ [Mathematics - Grade Two - 5012040](#) }

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<p><b>Course Number:</b> 7712030</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 2</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MATH GRADE 2</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the second grade level. The foundational concepts of joining and separating quantities, patterns, shapes, measurement, and time provide a means to organize our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Patterns - Plane and solid figures
- Measurement
- Time
- Money
- Solving routine and non-routine quantitative problems

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

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

## Course Standards

Name	Description
<a href="#">MAFS.2.G.1.1:</a>	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<b>Related Access Points</b>	
Name	Description

<a href="#">MAFS.2.G.1.AP.1a:</a>	Identify two-dimensional shapes, such as rhombuses, pentagons, hexagons, octagons, and ovals, as well as equilateral, isosceles, and scalene triangles.
<a href="#">MAFS.2.G.1.AP.1b:</a>	Distinguish two- or three-dimensional shapes based upon their attributes (i.e., number of sides, equal or different lengths of sides, number of faces, and number of corners).
<a href="#">MAFS.2.G.1.AP.1c:</a>	Draw two-dimensional shapes with specific attributes.

[MAFS.2.G.1.2:](#) Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.G.1.AP.2a:</a>	Count the squares that fill a rectangle drawn on graph paper.

[MAFS.2.G.1.3:](#)

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.G.1.AP.3a:</a>	Partition circles and rectangles into two, three, and four equal parts.
<a href="#">MAFS.2.G.1.AP.3b:</a>	Label a partitioned shape (e.g., one whole rectangle was separated into two halves; one whole circle was separated into three thirds.)

[MAFS.2.MD.1.1:](#)

Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.1.AP.1a:</a>	Select appropriate tool and unit of measurement to measure an object (ruler or yard stick, inches or feet).
<a href="#">MAFS.2.MD.1.AP.1b:</a>	Demonstrate or identify appropriate measuring techniques.

[MAFS.2.MD.1.2:](#)

Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.1.AP.2a:</a>	Recognize that standard units can be decomposed into smaller units.
<a href="#">MAFS.2.MD.1.AP.2b:</a>	Measure the attributes (length, width, height) of an object using two different size units.

[MAFS.2.MD.1.3:](#)

Estimate lengths using units of inches, feet, yards, centimeters, and meters.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.1.AP.3a:</a>	Estimate the length of an object using units of feet and inches.

[MAFS.2.MD.1.4:](#)

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.1.AP.4a:</a>	Solve problems involving the difference in standard length units.

[MAFS.2.MD.2.5:](#)

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.2.AP.5a:</a>	Solve addition and subtraction word problems involving the difference in standard length units.

[MAFS.2.MD.2.6:](#)

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.MD.2.AP.6a:</a>	Use number lines to solve addition or subtraction problems up to 100.

[MAFS.2.MD.3.7:](#)

Tell and write time from analog and digital clocks to the nearest five minutes.

**Related Access Points**

Name	Description
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[MAFS.2.MD.3.AP.7a:](#) Tell and write time in hours and half-hours using analog and digital clocks.

[MAFS.2.MD.3.AP.7b:](#) Categorize everyday activities into a.m. and p.m.

Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations<sup>1</sup>. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?

- Identify the value of coins and paper currency.
- Compute the value of any combination of coins within one dollar.
- Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?).
- Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).

(<sup>1</sup>See glossary [Table 1](#))

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.3.AP.8a:</a>	Solve word problems using dollar bills, quarters, dimes, nickels, or pennies up to \$50.

[MAFS.2.MD.3.8:](#)

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

[MAFS.2.MD.4.9:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.9a:</a>	Organize linear measurement data by representing continuous data on a line plot.

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

[MAFS.2.MD.4.10:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.10a:</a>	Identify the value of each category represented on a picture graph and bar graph.
<a href="#">MAFS.2.MD.4.AP.10b:</a>	Organize data by representing on a pictorial graph or bar graph.
<a href="#">MAFS.2.MD.4.AP.10c:</a>	Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

[MAFS.2.NBT.1.1:](#)

- 100 can be thought of as a bundle of ten tens — called a "hundred."
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.1a:</a>	With base ten blocks, build representations of three-digit numbers using hundreds, tens and ones.

[MAFS.2.NBT.1.2:](#)

Count within 1000; skip-count by 5s, 10s, and 100s.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.2a:</a>	Skip count by fives up to 100.
<a href="#">MAFS.2.NBT.1.AP.2b:</a>	Skip count by tens up to 200.
<a href="#">MAFS.2.NBT.1.AP.2c:</a>	Skip count by hundreds up to 1000.

[MAFS.2.NBT.1.3:](#)

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.3a:</a>	Identify numerals 0–100.
<a href="#">MAFS.2.NBT.1.AP.3b:</a>	Identify the numeral between 0 and 100 when presented with the name.
<a href="#">MAFS.2.NBT.1.AP.3c:</a>	Write or select the numerals 0–100.
<a href="#">MAFS.2.NBT.1.AP.3d:</a>	Write or select expanded form for any two-digit number.
<a href="#">MAFS.2.NBT.1.AP.3e:</a>	Explain what the zero represented in place value (hundreds, tens, ones) in a number.

[MAFS.2.NBT.1.4:](#)

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.1.AP.4a:</a>	Compare (greater than, less than, equal to) two numbers up to 100.
<a href="#">MAFS.2.NBT.1.AP.4b:</a>	Compare two-digit numbers using representations and numbers (e.g., identify more tens, fewer tens, more ones, fewer ones, larger numbers, smaller numbers).
<a href="#">MAFS.2.NBT.1.AP.4c:</a>	Compare three-digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number).

[MAFS.2.NBT.2.5:](#) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.5a:</a>	Fluently add or subtract within 50.
<a href="#">MAFS.2.NBT.2.AP.5b:</a>	Model addition and subtraction with base ten blocks within 100.

[MAFS.2.NBT.2.6:](#) Add up to four two-digit numbers using strategies based on place value and properties of operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.6a:</a>	Combine three two-digit numbers within 20.

[MAFS.2.NBT.2.7:](#) Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.7a:</a>	Decompose tens into ones and/or hundreds into tens in subtraction situations.
<a href="#">MAFS.2.NBT.2.AP.7b:</a>	Compose ones into tens and/or tens into hundreds in addition situations.

[MAFS.2.NBT.2.8:](#) Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.8a:</a>	Mentally add or subtract 10 from a given set from the tens family (e.g., What is 10 more than 50? What is 10 fewer than 70?).
<a href="#">MAFS.2.NBT.2.AP.8b:</a>	Mentally add or subtract 100 from a given set from the hundreds family (e.g., What is 100 more than 500? What is 100 fewer than 700?).

[MAFS.2.NBT.2.9:](#) Explain why addition and subtraction strategies work, using place value and the properties of operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.NBT.2.AP.9a:</a>	Communicate processes of addition and subtraction.

[MAFS.2.OA.1.1:](#) Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

#### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.1.AP.1a:</a>	Solve addition and subtraction word problems within 100 using objects, drawings, or pictures.
<a href="#">MAFS.2.OA.1.AP.1b:</a>	Use pictures, drawings or objects to represent the steps of a problem.
<a href="#">MAFS.2.OA.1.AP.1c:</a>	Write or select an equation representing the problems and its solution.

[MAFS.2.OA.1.a:](#) Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations  $37 + 10 + 10 = \underline{\quad} + 18$ ,  $? - 6 = 13 - 4$ , and  $15 - 9 = 6 + \square$ .

#### Related Access Points

Name	Description
<a href="#">MAFS.2.OA.1.AP.aa:</a>	Find the unknown number in an equation (+, -).
<a href="#">MAFS.2.OA.1.AP.bb:</a>	Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\quad} + 18$ , $? - 6 = 13 - 4$ , and $15 - 9 = 6 + \underline{\quad}$ .

[MAFS.2.OA.2.2:](#) Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

#### Related Access Points

Name	Description
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MAFS.2.OA.3.3:

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.OA.3.AP.3a:</a>	Identify a group of fewer than 10 objects as odd or even.

MAFS.2.OA.3.4:

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**Related Access Points**

Name	Description
<a href="#">MAFS.2.OA.3.AP.4a:</a>	Find the total number inside an array with the number of objects in each column or rows not larger than four.
<a href="#">MAFS.2.OA.3.AP.4b:</a>	Represent an array with numbers up to four rows and four columns.

**Make sense of problems and persevere in solving them.**

MAFS.K12.MP.1.1:

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Reason abstractly and quantitatively.**

MAFS.K12.MP.2.1:

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Construct viable arguments and critique the reasoning of others.**

MAFS.K12.MP.3.1:

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.**

MAFS.K12.MP.4.1:

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

MAFS.K12.MP.5.1:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully

formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### Look for and express regularity in repeated reasoning.

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

[LAFS.2.SL.1.1:](#)

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	Build on others' talk in conversations by linking their comments to the remarks of others.

[LAFS.2.SL.1.2:](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts presented orally or through other media.
<a href="#">LAFS.2.SL.1.AP.2b:</a>	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.

[LAFS.2.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.2.SL.1.AP.3b:</a>	Answer questions about what a speaker says in order to clarify misunderstandings.

[LAFS.2.W.1.2:](#)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.2a:</a>	Write statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.2.W.1.AP.2b:</a>	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
<a href="#">LAFS.2.W.1.AP.2c:</a>	Order factual statements to describe a sequence of events or explain a procedure.
<a href="#">LAFS.2.W.1.AP.2d:</a>	Provide a concluding statement or section to a permanent product.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Elementary Education \(Grades K-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Primary Education \(K-3\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\) Plus Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)

<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Primary Education (K-3)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Primary Education (K-3)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Primary Education (K-3)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>

There are more than 570 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15459>



# Access Mathematics Grade 3 (#7712040)

{ [Mathematics - Grade Three - 5012050](#) }

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<p><b>Course Number:</b> 7712040</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 3</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MATH GRADE 3</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

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

## Course Standards

Name	Description
<a href="#">MAFS.3.G.1.1:</a>	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.3.G.1.AP.1a:</a>	Identify the attributes of quadrilaterals.
<a href="#">MAFS.3.G.1.AP.1b:</a>	Identify different examples of quadrilaterals.
<a href="#">MAFS.3.G.1.2:</a>	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.3.G.1.AP.2a:</a>	Partition a rectangle into equal parts with equal area.
<a href="#">MAFS.3.MD.1.1:</a>	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.3.MD.1.AP.1a:</a>	Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (whole hours: 5:00 to 8:00, within hours: 7:15 to 7:45) on a number line.

[MAFS.3.MD.1.AP.1b:](#) Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour) on a number line.

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole-number problems involving such quantities.

[MAFS.3.MD.1.2:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.1.AP.2a:</a>	Select the appropriate tool for the measurement of liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2b:</a>	Select appropriate units for measurement involving liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2c:</a>	Add to solve one-step word problems involving liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2d:</a>	Estimate liquid volume and mass.

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

[MAFS.3.MD.2.3:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.2.AP.3a:</a>	Collect data and organize into a picture or bar graph.
<a href="#">MAFS.3.MD.2.AP.3b:</a>	Select the appropriate statement that compares the data representations based on a given graph (picture, bar, line plots).

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

[MAFS.3.MD.2.4:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.2.AP.4a:</a>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
<a href="#">MAFS.3.MD.2.AP.4b:</a>	Organize measurement data into a line plot.

Recognize area as an attribute of plane figures and understand concepts of area measurement.

- a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.

[MAFS.3.MD.3.5:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.3.AP.5a:</a>	Use tiling to determine area.

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

[MAFS.3.MD.3.6:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.3.AP.6a:</a>	Measure area of rectangles by counting unit squares.

Relate area to the operations of multiplication and addition.

- a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
- d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

[MAFS.3.MD.3.7:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Area is a major concept within measurement, and area models must function as a support for multiplicative reasoning in grade 3 and beyond.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.3.AP.7a:</a>	Use tiling and addition to determine area.

[MAFS.3.MD.4.8:](#)

Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.MD.4.AP.8a:</a>	Use addition to find the perimeter of a rectangle.
<a href="#">MAFS.3.MD.4.AP.8b:</a>	Draw different rectangles with the same area but different perimeters on graph paper.

[MAFS.3.NBT.1.1:](#)

Use place value understanding to round whole numbers to the nearest 10 or 100.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NBT.1.AP.1a:</a>	Use place value to round to the nearest 10 or 100.

[MAFS.3.NBT.1.2:](#)

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

**Remarks/Examples:**  
 Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Although 3.OA.3.7 and 3.NBT.1.2 are both fluency standards, these two standards do not represent equal investments of time in grade 3. Note that students in grade 2 were already adding and subtracting within 1000, just not fluently.  
 That makes 3.NBT.1.2 a relatively small and incremental expectation. By contrast, multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of **students'** work in grade 3.)

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NBT.1.AP.2a:</a>	Use the relationships between addition and subtraction to solve problems.
<a href="#">MAFS.3.NBT.1.AP.2b:</a>	Solve multi-step addition and subtraction problems up to 100.

[MAFS.3.NBT.1.3:](#)

Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NBT.1.AP.3a:</a>	Multiply one-digit numbers by 10, 20, and 50.

[MAFS.3.NF.1.1:](#)

Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NF.1.AP.1a:</a>	Identify the number of highlighted parts (numerator) of a given representation (rectangles and circles).
<a href="#">MAFS.3.NF.1.AP.1b:</a>	Identify the total number of parts (denominator) of a given representation (rectangles and circles).
<a href="#">MAFS.3.NF.1.AP.1c:</a>	Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths.

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
- Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.

[MAFS.3.NF.1.2:](#)

**Remarks/Examples:**  
**Example of Opportunities for In-Depth Focus**  
 Developing an understanding of fractions as numbers is essential for future work with the number system. It is critical that students at this grade are able to place fractions on a number line diagram and understand them as a related component of their ever- expanding number system.

**Fluency Expectations or Examples of Culminating Standards**  
 Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.1.2 a relatively small and incremental expectation.

**Related Access Points**

Name	Description
<a href="#">MAFS.3.NF.1.AP.2a:</a>	Locate given common unit fractions (i.e., $1/2$ , $1/4$ ) on a number line or ruler.

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual

fraction model.

[MAFS.3.NF.1.3:](#)

- c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.
- d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.NF.1.AP.3a:</a>	Identify equivalent fractions on a number line divided into fourths and halves within 3 units.

Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .

[MAFS.3.OA.1.1:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**  
Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.1a:</a>	Find the total number inside an array with neither number in the columns or rows greater than five.
<a href="#">MAFS.3.OA.1.AP.1b:</a>	Solve multiplication problems with neither number greater than five.
<a href="#">MAFS.3.OA.1.AP.1c:</a>	Use objects to model multiplication involving up to five groups with up to five objects in each.

Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

[MAFS.3.OA.1.2:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**  
Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.2a:</a>	Determine the number of sets of whole numbers, five or less, that equal a dividend.
<a href="#">MAFS.3.OA.1.AP.2b:</a>	Use objects to model division situations involving up to five groups, with up to five objects in each group, and interpret the results.

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

[MAFS.3.OA.1.3:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**  
Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.3a:</a>	Solve and check one- or two-step word problems requiring multiplication or division with the product or quotient up to 50.

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \square \div 3$ ,  $6 \times 6 = ?$ .

[MAFS.3.OA.1.4:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**  
Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.OA.1.AP.4a:</a>	Find the unknown number in a multiplication equation.

[MAFS.3.OA.2.5:](#)

Apply properties of operations as strategies to multiply and divide. *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)*

## Related Access Points

Name	Description
<a href="#">MAFS.3.OA.2.AP.5a:</a>	Recognize multiplication as commutative and associative.

[MAFS.3.OA.2.6:](#) Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

## Related Access Points

Name	Description
<a href="#">MAFS.3.OA.2.AP.6a:</a>	Model division as the inverse of multiplication for quantities less than 10.

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

### Remarks/Examples:

#### Fluency Expectations or Examples of Culminating Standards

Students fluently multiply and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory. Multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.

[MAFS.3.OA.3.7:](#)

#### Examples of Opportunities for In-Depth Focus

Finding single-digit products and related quotients is a required fluency for grade 3. Reaching fluency will take much of the year for many students. These skills and the understandings that support them are crucial; students will rely on them for years to come as they learn to multiply and divide with multidigit whole numbers and to add, subtract, multiply, and divide with fractions. After multiplication and division situations have been established, reasoning about patterns in products (e.g., products involving factors of 5 or 9) can help students remember particular products and quotients. Practice — and if necessary, extra support — should continue all year for those who need it to attain fluency.

## Related Access Points

Name	Description
<a href="#">MAFS.3.OA.3.AP.7a:</a>	Fluently multiply and divide within 20.
<a href="#">MAFS.3.OA.3.AP.7b:</a>	Fluently multiply 2, 5 or 10 within 100.
<a href="#">MAFS.3.OA.3.AP.7c:</a>	Fluently divide by 2, 5, or 10 using dividends within 100 that are multiples of 2, 5, or 10.

[MAFS.3.OA.4.8:](#) Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

## Related Access Points

Name	Description
<a href="#">MAFS.3.OA.4.AP.8a:</a>	Solve and check one-step word problems using the four operations within 100.

[MAFS.3.OA.4.9:](#) Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

## Related Access Points

Name	Description
<a href="#">MAFS.3.OA.4.AP.9a:</a>	Identify and describe the rule for a numerical pattern where numbers increase by 2, 5 or 10.
<a href="#">MAFS.3.OA.4.AP.9b:</a>	Select or name the three next terms in a numeral pattern where numbers increase by 2, 5, or 10.
<a href="#">MAFS.3.OA.4.AP.9c:</a>	Identify multiplication patterns in a real-world setting.

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.**

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.3.SL.1.1:](#)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.SL.1.2:](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.2a:</a>	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2b:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2c:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.3.SL.1.3:](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.3a:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

[LAFS.3.W.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.2a:</a>	Introduce a topic and group related information together.
<a href="#">LAFS.3.W.1.AP.2b:</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<a href="#">LAFS.3.W.1.AP.2c:</a>	Provide a concluding statement or section to summarize the information presented.
<a href="#">LAFS.3.W.1.AP.2d:</a>	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
<a href="#">LAFS.3.W.1.AP.2e:</a>	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

[ELD.K12.ELL.MA.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

### Related Certifications

<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>

There are more than 609 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15460>



# Access Mathematics Grade 4 (#7712050)

{ [Mathematics - Grade Four - 5012060](#) }

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<p><b>Course Number:</b> 7712050</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 4</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MATH GRADE 4</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

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

## Course Standards

Name	Description
<a href="#">MAFS.4.G.1.1:</a>	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.4.G.1.AP.1a:</a>	Identify a point, line and line segment and rays in two-dimensional figures.
<a href="#">MAFS.4.G.1.AP.1b:</a>	Identify perpendicular and parallel lines in a two-dimensional figure.
<a href="#">MAFS.4.G.1.AP.1c:</a>	Identify an angle in a two-dimensional figure.
<a href="#">MAFS.4.G.1.2:</a>	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.4.G.1.AP.2a:</a>	Identify and sort objects based on parallelism, perpendicularity, and angle type.
<a href="#">MAFS.4.G.1.3:</a>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.4.G.1.AP.3a:</a>	Identify figures that have a line of symmetry.
Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of	

[MAFS.4.MD.1.1:](#)

measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.1.AP.1a:</a>	Within a system of measurement, identify the number of smaller units in the next larger unit.
<a href="#">MAFS.4.MD.1.AP.1b:</a>	Complete a conversion table for length and mass within a single system.

[MAFS.4.MD.1.2:](#)

Use the four operations to solve word problems<sup>1</sup> involving distances, intervals of time, and money, including problems involving simple fractions or decimals<sup>2</sup>. Represent fractional quantities of distance and intervals of time using linear models. (<sup>1</sup>See glossary [Table 1](#) and [Table 2](#)) (<sup>2</sup>Computational fluency with fractions and decimals is not the goal for students at this grade level.)

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.1.AP.2a:</a>	Solve word problems involving distance using line plots.

[MAFS.4.MD.1.3:](#)

Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.1.AP.3a:</a>	Solve word problems involving perimeter and area of rectangles using specific visualizations/drawings and numbers.

[MAFS.4.MD.2.4:](#)

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.2.AP.4a:</a>	Solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by using information presented in line plots.

[MAFS.4.MD.3.5:](#)

Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

- An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through  $\frac{1}{360}$  of a circle is called a "one-degree angle," and can be used to measure angles.
- An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.3.AP.5a:</a>	Identify an angle in a two-dimensional figure.

[MAFS.4.MD.3.6:](#)

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.3.AP.6a:</a>	Sketch angles of specific measures.
<a href="#">MAFS.4.MD.3.AP.6b:</a>	Identify types of angles.

[MAFS.4.MD.3.7:](#)

Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.3.AP.7a:</a>	Find sums of angles that show a ray (adjacent angles).

[MAFS.4.NBT.1.1:](#)

Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that  $700 \div 70 = 10$  by applying concepts of place value and division.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.NBT.1.AP.1a:</a>	Compare the value of a digit when it is represented in a different place of two three-digit numbers (e.g., The digit 2 in 124 is ten times the digit 2 in 472).

[MAFS.4.NBT.1.2:](#)

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.1.AP.2a:</a>	Compare multi-digit numbers.
<a href="#">MAFS.4.NBT.1.AP.2b:</a>	Write or select the expanded form for a multi-digit number.
<a href="#">MAFS.4.NBT.1.AP.2c:</a>	Understand the role of commas to read and write numerals between 1,000 and 1,000,000.

[MAFS.4.NBT.1.3:](#)

Use place value understanding to round multi-digit whole numbers to any place.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.1.AP.3a:</a>	Use a hundreds chart or number line to round to any place (i.e., ones, tens, hundreds, thousands).

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

[MAFS.4.NBT.2.4:](#)

**Remarks/Examples:**  
**Fluency Expectations or Examples of Culminating Standards**

Students' work with decimals (4.NF.3.5–3.7) depends to some extent on concepts of fraction

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.2.AP.4a:</a>	Solve multi-digit addition and subtraction problems within 1,000.

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[MAFS.4.NBT.2.5:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they combine prior understanding of multiplication with deepening understanding of the base-ten system of units to express the product of two multi-digit numbers as another multi-digit number. This work will continue in grade 5 and culminate in fluency with the standard algorithms in grade 6.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.2.AP.5a:</a>	Solve a two-digit by one-digit whole number multiplication problem using two different strategies.

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[MAFS.4.NBT.2.6:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they combine prior understanding of multiplication and division with deepening understanding of the base-ten system of units to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. This work will develop further in grade 5 and culminate in fluency with the standard algorithms in grade 6.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NBT.2.AP.6a:</a>	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors, using two different strategies.

Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

[MAFS.4.NF.1.1:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

Extending fraction equivalence to the general case is necessary to extend arithmetic from whole numbers to fractions and decimals.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.1.AP.1a:</a>	Determine equivalent fractions using visual fraction models and a number line.

[MAFS.4.NF.1.2:](#)

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.1.AP.2a:</a>	Use =, <, or > to compare two fractions (fractions with a denominator or 10 or less).
<a href="#">MAFS.4.NF.1.AP.2b:</a>	Compare 2 given fractions that have different denominators.

Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples:  $3/8 = 1/8 + 1/8 + 1/8$ ;  $3/8 = 1/8 + 2/8$ ;  $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .
- Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

[MAFS.4.NF.2.3:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

This standard represents an important step in the multi-grade progression for addition and subtraction of fractions. Students extend their prior understanding of addition and subtraction to add and subtract fractions with like denominators by thinking of adding or subtracting so many unit fractions.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.2.AP.3a:</a>	Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $3/4 = 1/4 + 1/4 + 1/4$ ).
<a href="#">MAFS.4.NF.2.AP.3b:</a>	Add and subtract fractions with like denominators (2, 3, 4 or 8) using representations.
<a href="#">MAFS.4.NF.2.AP.3c:</a>	Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4 or 8).

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction  $a/b$  as a multiple of  $1/b$ . *For example, use a visual fraction model to represent  $5/4$  as the product  $5 \times (1/4)$ , recording the conclusion by the equation  $5/4 = 5 \times (1/4)$ .*
- Understand a multiple of  $a/b$  as a multiple of  $1/b$ , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express  $3 \times (2/5)$  as  $6 \times (1/5)$ , recognizing this product as  $6/5$ . (In general,  $n \times (a/b) = (n \times a)/b$ .)*
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat  $3/8$  of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

[MAFS.4.NF.2.4:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

This standard represents an important step in the multi-grade progression for multiplication and division of fractions. Students extend their developing understanding of multiplication to multiply a fraction by a whole number.

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.2.AP.4a:</a>	Multiply a fraction by a whole number using a visual fraction model.

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express  $3/10$  as  $30/100$ , and add  $3/10 + 4/100 = 34/100$ .

[MAFS.4.NF.3.5:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.3.AP.5a:</a>	Find the equivalent fraction with denominators that are multiples of 10.

Use decimal notation for fractions with denominators 10 or 100. For example, rewrite  $0.62$  as  $62/100$ ; describe a length as  $0.62$  meters; locate  $0.62$  on a number line diagram.

[MAFS.4.NF.3.6:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.3.AP.6a:</a>	Identify the equivalent decimal form for a benchmark fraction.
<a href="#">MAFS.4.NF.3.AP.6b:</a>	Match a fraction (with a denominator of 10 or 100) with its decimal equivalent ( $5/10 = 0.5$ ).
<a href="#">MAFS.4.NF.3.AP.6c:</a>	Read, write, or select decimals to the tenths place.
<a href="#">MAFS.4.NF.3.AP.6d:</a>	Read, write, or select decimals to the hundredths place.

Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.

[MAFS.4.NF.3.7:](#)

**Related Access Points**

Name	Description
<a href="#">MAFS.4.NF.3.AP.7a:</a>	Use =, <, or > to compare two decimals (decimals in multiples of .10).
<a href="#">MAFS.4.NF.3.AP.7b:</a>	Compare two decimals expressed to the tenths place with a value of less than 1 using a visual model.
<a href="#">MAFS.4.NF.3.AP.7c:</a>	Compare two decimals expressed to the hundredths place with a value of less than 1 using a visual model.

[MAFS.4.OA.1.1:](#)

Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.1a:</a>	Use objects to model multiplication involving up to five groups with up to five objects in each and write equations to represent the models.

[MAFS.4.OA.1.2:](#)

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.2a:</a>	Solve multiplicative comparisons with an unknown using up to two-digit numbers with information presented in a graph or word problem (e.g., an orange hat costs \$3. A purple hat costs two times as much. How much does the purple hat cost? [ $3 \times 2 = p$ ]).
<a href="#">MAFS.4.OA.1.AP.2b:</a>	Determine the number of sets of whole numbers, ten or less, that equal a dividend.

[MAFS.4.OA.1.3:](#)

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.3a:</a>	Solve and check one- or two-step word problems requiring the four operations within 100.

[MAFS.4.OA.1.a:](#)

Determine whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation  $60 + 24 = 57 + 27$  is true or false.

[MAFS.4.OA.1.b:](#)

Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. For example, solve  $76 + 9 = n + 5$  for  $n$  by arguing that nine is four more than five, so the unknown number must be four greater than 76.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.1.AP.ba:</a>	Find the unknown number in an equation (+, -) relating four whole numbers.

Investigate factors and multiples.

[MAFS.4.OA.2.4:](#)

- Find all factor pairs for a whole number in the range 1–100.
- Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.
- Determine whether a given whole number in the range 1–100 is prime or composite.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.2.AP.4a:</a>	Identify multiples for a whole number (e.g., The multiples of 2 are 2, 4, 6, 8, 10...).
<a href="#">MAFS.4.OA.2.AP.4b:</a>	Identify factors of whole numbers within 30.

[MAFS.4.OA.3.5:](#)

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.OA.3.AP.5a:</a>	Generate a pattern when given a rule.
<a href="#">MAFS.4.OA.3.AP.5b:</a>	Extend a numerical pattern when the rule is provided.

#### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different

method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### Look for and express regularity in repeated reasoning.

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.4.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.4.SL.1.2:](#) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.2a:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.4.SL.1.3:](#) Identify the reasons and evidence a speaker provides to support particular points.

### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.3a:</a>	Identify the reasons and evidence a speaker provides to support particular points.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.W.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.2a:</a>	Introduce a topic clearly and group related information in paragraphs and sections.
<a href="#">LAFS.4.W.1.AP.2b:</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
<a href="#">LAFS.4.W.1.AP.2c:</a>	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
<a href="#">LAFS.4.W.1.AP.2d:</a>	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
<a href="#">LAFS.4.W.1.AP.2e:</a>	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
<a href="#">LAFS.4.W.1.AP.2f:</a>	Provide a concluding statement or section to support the information presented.

[ELD.K12.ELL.MA.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Mathematics (Elementary Grades 1-6)</a>

There are more than 581 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15461>



# Access Mathematics Grade 5 (#7712060)

{ [Mathematics - Grade Five - 5012070](#) }

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<p><b>Course Number:</b> 7712060</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 5</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MATH GRADE 5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>.

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

## Course Standards

Name	Description
<a href="#">MAFS.5.G.1.1:</a>	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.5.G.1.AP.1a:</a>	Locate the x- and y-axis on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1b:</a>	Locate points on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1c:</a>	Graph ordered pairs (coordinates).
<a href="#">MAFS.5.G.1.2:</a>	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
<b>Related Access Points</b>	
Name	Description
<a href="#">MAFS.5.G.1.AP.2a:</a>	Find a location on a map using given coordinates.
<a href="#">MAFS.5.G.2.3:</a>	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
<b>Related Access Points</b>	
Name	Description

[MAFS.5.G.2.AP.3a:](#)

Recognize properties of simple plane figures using polygon-shaped manipulatives.

[MAFS.5.G.2.4:](#)

Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.2.AP.4a:</a>	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

[MAFS.5.MD.1.1:](#)

Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.1.AP.1a:</a>	Convert standard measurements of time to solve real-world problems.
<a href="#">MAFS.5.MD.1.AP.1b:</a>	Convert standard measurements of length to solve real-world problems.
<a href="#">MAFS.5.MD.1.AP.1c:</a>	Convert standard measurements of mass to solve real-world problems.

[MAFS.5.MD.2.2:](#)

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.2.AP.2a:</a>	Collect and graph fractional data on a line plot (e.g., length of each person’s pencil in classroom, hours of exercise each week).

[MAFS.5.MD.3.3:](#)

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.  
a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.  
b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.3.AP.3a:</a>	Use packing to recognize volume of a solid figure.

[MAFS.5.MD.3.4:](#)

Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.3.AP.4a:</a>	Determine the volume of a rectangular prism built by “unit cubes.”

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.  
a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.  
b. Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.  
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

[MAFS.5.MD.3.5:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

Students work with volume as an attribute of a solid figure and as a measurement quantity. Students also relate volume to multiplication and addition. This work begins a progression leading to valuable skills in geometric measurement in middle school.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.3.AP.5a:</a>	Use multiplication to represent each layer of the rectangular prism.
<a href="#">MAFS.5.MD.3.AP.5b:</a>	Use addition to determine the length, width, and height.
<a href="#">MAFS.5.MD.3.AP.5c:</a>	Connect the layers to the dimensions and multiply to find the volume of the rectangular prism.

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

[MAFS.5.NBT.1.1:](#)

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

The extension of the place value system from whole numbers to decimals is a major intellectual accomplishment involving understanding and skill with base-ten units and fractions.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.1a:</a>	Compare the value of a number when it is represented in different place values of two three-digit numbers.

[MAFS.5.NBT.1.2:](#)

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.2a:</a>	Identify what an exponent represents (e.g., $10^3 = 10 \times 10 \times 10$ ).
<a href="#">MAFS.5.NBT.1.AP.2b:</a>	Identify the direction the decimal point will move when multiplying or dividing by a multiple of 10.

[MAFS.5.NBT.1.3:](#)

Read, write, and compare decimals to thousandths.

- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
- Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.3a:</a>	Read, write, or select a decimal to the hundredths place.
<a href="#">MAFS.5.NBT.1.AP.3b:</a>	Compare two decimals to the hundredths place, whose values are less than 1.

[MAFS.5.NBT.1.4:](#)

Use place value understanding to round decimals to any place.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.1.AP.4a:</a>	Round decimals to the next whole number.
<a href="#">MAFS.5.NBT.1.AP.4b:</a>	Round decimals to the tenths place.
<a href="#">MAFS.5.NBT.1.AP.4c:</a>	Round decimals to the hundredths place.

[MAFS.5.NBT.2.5:](#)

Fluently multiply multi-digit whole numbers using the standard algorithm.

<b>Remarks/Examples:</b> <b>Fluency Expectations or Examples of Culminating Standards</b>  5.NBT.2.5 Students fluently multiply multi-digit whole numbers using the standard algorithm.
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### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.2.AP.5a:</a>	Fluently multiply two-digit numbers.

[MAFS.5.NBT.2.6:](#)

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

<b>Remarks/Examples:</b> <b>Examples of Opportunities for In-Depth Focus</b>  The extension from one-digit divisors to two-digit divisors requires care. This is a major milestone along the way to reaching fluency with the standard algorithm in grade 6 (6.NS.2).
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### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.2.AP.6a:</a>	Find whole number quotients up to two dividends and two divisors.
<a href="#">MAFS.5.NBT.2.AP.6b:</a>	Find whole number quotients of whole numbers with up to two-digit dividends and two-digit divisors.

[MAFS.5.NBT.2.7:](#)

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NBT.2.AP.7a:</a>	Solve one-step problems using decimals.

[MAFS.5.NF.1.1:](#)

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b +$

$$c/d = (ad + bc)/bd.$$

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.1.AP.1a:</a>	Add and subtract fractions with like denominators with sums greater than 1 represented by mixed numbers using visual fraction models.
<a href="#">MAFS.5.NF.1.AP.1b:</a>	Add or subtract fractions with unlike denominators within one whole unit on a number line.

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

[MAFS.5.NF.1.2:](#)

<p><b>Remarks/Examples:</b></p> <p><b>Examples of Opportunities for In-Depth Focus</b></p> <p>When students meet this standard, they bring together the threads of fraction equivalence (grades 3–5) and addition and subtraction (grades K–4) to fully extend addition and subtraction to fractions.</p>
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### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.1.AP.2a:</a>	Solve word problems involving the addition and subtraction of fractions using visual fraction models.

Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

[MAFS.5.NF.2.3:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.3a:</a>	Divide unit fractions by whole numbers and whole numbers by unit fractions using visual fraction models.

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

[MAFS.5.NF.2.4:](#)

<p><b>Remarks/Examples:</b></p> <p><b>Examples of Opportunities for In-Depth Focus</b></p> <p>When students meet this standard, they fully extend multiplication to fractions, making division of fractions in grade 6 (6.NS.1) a near target.</p>
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### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.4a:</a>	Multiply a fraction by a whole or mixed number using visual fraction models.

Interpret multiplication as scaling (resizing), by:

- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

[MAFS.5.NF.2.5:](#)

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.5a:</a>	Determine whether the product will increase or decrease based on the multiple using visual fraction models.

[MAFS.5.NF.2.6:](#)

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.6a:</a>	Multiply a fraction by a whole or mixed number using visual fraction models.

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$

because  $(1/12) \times 4 = 1/3$ .

- b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .*
- c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

[MAFS.5.NF.2.7:](#)

#### Related Access Points

Name	Description
<a href="#">MAFS.5.NF.2.AP.7a:</a>	Divide unit fractions by whole numbers and whole numbers by unit fractions using visual fraction models.

[MAFS.5.OA.1.1:](#)

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.OA.1.AP.1a:</a>	Evaluate a simple expression involving one set of parenthesis.

[MAFS.5.OA.1.2:](#)

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

#### Related Access Points

Name	Description
<a href="#">MAFS.5.OA.1.AP.2a:</a>	Write a simple expression for a calculation.

[MAFS.5.OA.2.3:](#)

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

#### Related Access Points

Name	Description
<a href="#">MAFS.5.OA.2.AP.3a:</a>	Given two pattern descriptions involving the same context (e.g., collecting marbles), determine the first five terms and compare the values.
<a href="#">MAFS.5.OA.2.AP.3b:</a>	Graph ordered pairs on a coordinate plane when given a table that follows patterns rules.

Day	Joe	Kim
0	0	0
1	2	4
2	4	8
3	6	12
4	8	16
5	10	20

#### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

#### Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

[MAFS.K12.MP.2.1:](#)

#### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

**Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

[MAFS.K12.MP.4.1:](#)

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

[MAFS.K12.MP.7.1:](#)

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[MAFS.K12.MP.8.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[LAFS.5.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.

[LAFS.5.SL.1.2:](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.SL.1.AP.2a:</a>	Determine the narrative point of view of a text read, read aloud or viewed.
<a href="#">LAFS.5.SL.1.AP.2b:</a>	Summarize the text or a portion of the text read, read aloud or presented in diverse media.

[LAFS.5.SL.1.3:](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.5.SL.1.AP.3b:</a>	Identify a speaker's points or claims.
<a href="#">LAFS.5.SL.1.AP.3c:</a>	Identify reasons and evidence that a speaker provides to support points or claims.
<a href="#">LAFS.5.SL.1.AP.3d:</a>	Explain how at least one perspective in a discussion is supported by reasons and evidence.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.2a:</a>	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
<a href="#">LAFS.5.W.1.AP.2b:</a>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
<a href="#">LAFS.5.W.1.AP.2c:</a>	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.5.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
<a href="#">LAFS.5.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.5.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.5.W.1.AP.2g:</a>	Provide a concluding statement or section to summarize the information presented.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)</a>
<a href="#">Middle Grades Mathematics (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>

There are more than 550 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15462>



# Music: K-5 (#7713010)

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The course was/will be terminated at the end of School Year 2018 - 2019

Course Number: 7713010

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

**Abbreviated Title:** MUS: K-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required
- Highly Qualified Teacher (HQT) Required

Course Status: Terminated

## VERSION DESCRIPTION

Music K – 5 is an access course which is intended only for students with significant cognitive disabilities. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (participatory, supported, and independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music. Music allows students to explore their world through listening, singing, moving and playing instruments. This stimulates the imagination and leads to innovation and creative risk-taking. As they develop basic skills, techniques and processes in music, they strengthen music vocabulary and music literacy, as well as their ability to remember, focus on, process and sequence information. As students sing, play, move and create together, they develop the foundation for important skills such as teamwork, acceptance, respect and responsibility.

## GENERAL NOTES

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">MU.1.C.1.1:</a>	<p>Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.</p> <p><b>Remarks/Examples:</b> e.g., beat, rhythm, phrasing, dynamics, tempo</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">MU.1.C.1.In.a:</a></td> <td>Recognize teacher-selected musical characteristics in a song or instrumental piece.</td> </tr> <tr> <td><a href="#">MU.1.C.1.Su.a:</a></td> <td>Attend to teacher-selected musical characteristics in a song or instrumental piece.</td> </tr> <tr> <td><a href="#">MU.1.C.1.Pa.a:</a></td> <td>Explore sounds from various sound sources.</td> </tr> </tbody> </table>	Name	Description	<a href="#">MU.1.C.1.In.a:</a>	Recognize teacher-selected musical characteristics in a song or instrumental piece.	<a href="#">MU.1.C.1.Su.a:</a>	Attend to teacher-selected musical characteristics in a song or instrumental piece.	<a href="#">MU.1.C.1.Pa.a:</a>	Explore sounds from various sound sources.
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<a href="#">MU.1.C.1.Pa.a:</a>	Explore sounds from various sound sources.								
<a href="#">MU.1.C.1.2:</a>	<p>Respond to music from various sound sources to show awareness of differences in musical ideas.</p> <p><b>Remarks/Examples:</b> e.g., moods, images</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">MU.1.C.2.In.a:</a></td> <td>Recognize similarities and/or differences between two performances of a familiar song.</td> </tr> <tr> <td><a href="#">MU.1.C.2.Su.a:</a></td> <td>Explore different performances of familiar songs.</td> </tr> <tr> <td><a href="#">MU.1.C.2.Pa.a:</a></td> <td>Explore a variety of familiar songs.</td> </tr> </tbody> </table>	Name	Description	<a href="#">MU.1.C.2.In.a:</a>	Recognize similarities and/or differences between two performances of a familiar song.	<a href="#">MU.1.C.2.Su.a:</a>	Explore different performances of familiar songs.	<a href="#">MU.1.C.2.Pa.a:</a>	Explore a variety of familiar songs.
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<a href="#">MU.1.C.2.Su.a:</a>	Explore different performances of familiar songs.								
<a href="#">MU.1.C.2.Pa.a:</a>	Explore a variety of familiar songs.								

Classify instruments into pitched and unpitched percussion families.

[MU.1.C.1.3:](#)

**Remarks/Examples:**  
e.g., xylophone, glockenspiel, woodblock, tambourine

#### Related Access Points

Name	Description
<a href="#">MU.1.C.1.In.b:</a>	Distinguish between pitched and unpitched classroom instruments.
<a href="#">MU.1.C.1.Su.b:</a>	Recognize differences in pitch.
<a href="#">MU.1.C.3.Pa.a:</a>	Explore a variety of music.

[MU.1.C.1.4:](#)

Differentiate between music performed by one singer and music performed by a group of singers.

#### Related Access Points

Name	Description
<a href="#">MU.1.C.1.In.c:</a>	Distinguish between instrumental music and vocal music.
<a href="#">MU.1.C.1.Su.a:</a>	Attend to teacher-selected musical characteristics in a song or instrumental piece.
<a href="#">MU.1.C.1.Pa.a:</a>	Explore sounds from various sound sources.

Identify the similarities and differences between two performances of a familiar song.

[MU.1.C.2.1:](#)

**Remarks/Examples:**  
e.g., tempo, lyrics/no lyrics, style

#### Related Access Points

Name	Description
<a href="#">MU.1.C.2.In.a:</a>	Recognize similarities and/or differences between two performances of a familiar song.
<a href="#">MU.1.C.2.Su.a:</a>	Explore different performances of familiar songs.
<a href="#">MU.1.C.2.Pa.a:</a>	Explore a variety of familiar songs.

[MU.1.C.3.1:](#)

Share different thoughts or feelings people have about selected pieces of music.

#### Related Access Points

Name	Description
<a href="#">MU.1.C.3.In.a:</a>	Express an opinion about selected pieces of music.
<a href="#">MU.1.C.3.Su.a:</a>	Select preferred musical examples.
<a href="#">MU.1.C.3.Pa.a:</a>	Explore a variety of music.

Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.

[MU.1.F.1.1:](#)

**Remarks/Examples:**  
e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes

#### Related Access Points

Name	Description
<a href="#">MU.1.F.1.In.a:</a>	Imitate a variety of sounds or movements using props, instruments, and/or found sounds.
<a href="#">MU.1.F.1.Su.a:</a>	Explore a variety of sounds or movements using props, instruments, and/or found sounds.
<a href="#">MU.1.F.1.Pa.a:</a>	Attend to a variety of sounds or movements using props, instruments, and/or found sounds.

Describe how he or she likes to participate in music.

[MU.1.F.2.1:](#)

**Remarks/Examples:**  
e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument

#### Related Access Points

Name	Description
<a href="#">MU.1.F.2.In.a:</a>	Identify preferred ways to participate in music.
<a href="#">MU.1.F.2.Su.a:</a>	Explore a variety of ways to participate in music.
<a href="#">MU.1.F.2.Pa.a:</a>	Attend to a variety of ways of participating in music.

Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

[MU.1.F.3.1:](#)

**Remarks/Examples:**  
e.g., take turns, share, be a good listener, be respectful, display good manners

#### Related Access Points

Name	Description
<a href="#">MU.1.F.3.In.a:</a>	Contribute to collaborative tasks related to music.
<a href="#">MU.1.F.3.Su.a:</a>	Cooperate in classroom and play activities.
<a href="#">MU.1.F.3.Pa.a:</a>	Attend to tasks related to music.

Perform simple songs, dances, and musical games from a variety of cultures.

[MU.1.H.1.1:](#)

**Remarks/Examples:**  
e.g., nursery rhymes, singing games, play parties, folk dances

**Related Access Points**

Name	Description
<a href="#">MU.1.H.1.In.a:</a>	Respond to simple songs, dances, and musical games from a variety of cultures.
<a href="#">MU.1.H.1.Su.a:</a>	Explore simple songs, dances, and musical games from a variety of cultures.
<a href="#">MU.1.H.1.Pa.a:</a>	Attend to simple songs, dances, and musical games from a variety of cultures.

Identify and perform folk music used to remember and honor America and its cultural heritage.

[MU.1.H.2.1:](#)

**Remarks/Examples:**  
e.g., "This Land is Your Land," "Short'nin' Bread," "America"

**Related Access Points**

Name	Description
<a href="#">MU.1.H.2.In.a:</a>	Respond to folk music used to remember and honor America and its cultural heritage.
<a href="#">MU.1.H.2.Su.a:</a>	Explore folk music used to remember and honor America and its cultural heritage.
<a href="#">MU.1.H.2.Pa.a:</a>	Attend to folk music used to remember and honor America and its cultural heritage.

Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

[MU.1.H.3.1:](#)

**Remarks/Examples:**  
e.g., rhyming words, vowel sounds, characters, setting, mood

**Related Access Points**

Name	Description
<a href="#">MU.1.H.3.In.a:</a>	Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
<a href="#">MU.1.H.3.Su.a:</a>	Explore the use of instruments and vocal sounds to enhance specified words or phrases.
<a href="#">MU.1.H.3.Pa.a:</a>	Attend to the use of instruments and vocal sounds.

Respond to contrasts in music as a foundation for understanding structure.

[MU.1.O.1.1:](#)

**Remarks/Examples:**  
e.g., high/low, fast/slow, long/short, phrases

**Related Access Points**

Name	Description
<a href="#">MU.1.O.1.In.a:</a>	Recognize contrasts in music as a foundation for understanding structure.
<a href="#">MU.1.O.1.Su.a:</a>	Recognize a contrast in music as a foundation for understanding structure.
<a href="#">MU.1.O.1.Pa.a:</a>	Explore a variety of music.

Identify patterns of a simple, four-measure song or speech piece.

[MU.1.O.1.2:](#)

**Remarks/Examples:**  
e.g., AABA, ABCA, ABAC

**Related Access Points**

Name	Description
<a href="#">MU.1.O.1.In.b:</a>	Imitate patterns of a simple, four-measure song or speech piece.
<a href="#">MU.1.O.1.Su.b:</a>	Demonstrate awareness of beat or rhythm.
<a href="#">MU.1.O.1.Pa.a:</a>	Explore a variety of music.

[MU.1.O.3.1:](#)

Respond to changes in tempo and/or dynamics within musical examples.

**Related Access Points**

Name	Description
<a href="#">MU.1.O.3.In.a:</a>	Demonstrate awareness of changes in tempo and/or dynamics within musical examples.
<a href="#">MU.1.O.3.Su.a:</a>	Respond to a variety of music.
<a href="#">MU.1.O.3.Pa.a:</a>	Explore a variety of music.

Improvise a four-beat response to a musical question sung or played by someone else.

[MU.1.S.1.1:](#)

**Remarks/Examples:**  
e.g., melodic, rhythmic

**Related Access Points**

Name	Description
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[MU.1.S.1.In.a:](#) Imitate simple vocal or instrumental musical patterns or songs.

[MU.1.S.1.Su.a:](#) Respond to simple vocal or instrumental patterns or songs.

[MU.1.S.1.Pa.a:](#) Explore simple vocal or instrumental patterns or songs.

[MU.1.S.1.2:](#) Create short melodic and rhythmic patterns based on teacher-established guidelines.

#### Related Access Points

Name	Description
<a href="#">MU.1.S.1.In.a:</a>	Imitate simple vocal or instrumental musical patterns or songs.
<a href="#">MU.1.S.1.Su.a:</a>	Respond to simple vocal or instrumental patterns or songs.
<a href="#">MU.1.S.1.Pa.a:</a>	Explore simple vocal or instrumental patterns or songs.

[MU.1.S.2.1:](#) Sing or play songs, which may include changes in verses or repeats, from memory.

#### Related Access Points

Name	Description
<a href="#">MU.1.S.2.In.a:</a>	Sing or play songs from a model, including changes in verses or repeats.
<a href="#">MU.1.S.2.Su.a:</a>	Respond to familiar songs.
<a href="#">MU.1.S.2.Pa.a:</a>	Explore familiar songs.

Sing simple songs in a group, using head voice and maintaining pitch.

[MU.1.S.3.1:](#)

#### Remarks/Examples:

e.g., folk songs, finger-plays, call-and-response, echo songs

#### Related Access Points

Name	Description
<a href="#">MU.1.S.3.In.a:</a>	Sing or play songs from memory.
<a href="#">MU.1.S.3.Su.a:</a>	Sing or play songs from a model.
<a href="#">MU.1.S.3.Pa.a:</a>	Respond to familiar songs.

[MU.1.S.3.2:](#) Play three- to five-note melodies and/or accompaniments on classroom instruments.

#### Related Access Points

Name	Description
<a href="#">MU.1.S.3.In.b:</a>	Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
<a href="#">MU.1.S.3.Su.b:</a>	Respond to simple vocal or instrumental patterns and/or accompaniments.
<a href="#">MU.1.S.3.Pa.b:</a>	Explore simple vocal or instrumental patterns and/or accompaniments.

Sing simple la-sol-mi patterns at sight.

[MU.1.S.3.3:](#)

#### Remarks/Examples:

e.g., reading from hand signs or iconic representations

#### Related Access Points

Name	Description
<a href="#">MU.1.S.3.In.c:</a>	Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.1.S.3.Su.c:</a>	Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.1.S.3.Pa.c:</a>	Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.

Match simple aural rhythm patterns in duple meter with written patterns.

[MU.1.S.3.4:](#)

#### Remarks/Examples:

e.g., quarter note/rest, beamed eighth notes

#### Related Access Points

Name	Description
<a href="#">MU.1.S.3.In.b:</a>	Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
<a href="#">MU.1.S.3.Su.b:</a>	Respond to simple vocal or instrumental patterns and/or accompaniments.
<a href="#">MU.1.S.3.Pa.b:</a>	Explore simple vocal or instrumental patterns and/or accompaniments.

Show visual representation of simple melodic patterns performed by the teacher or a peer.

[MU.1.S.3.5:](#)

#### Remarks/Examples:

e.g., draw, body/hand signs, manipulatives, la-sol-mi

#### Related Access Points

Name	Description
<a href="#">MU.1.S.3.In.c:</a>	Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.1.S.3.Su.c:</a>	Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.1.S.3.Pa.c:</a>	Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.

Identify appropriate listening skills for learning about musical examples selected by the teacher.

[MU.2.C.1.1:](#)

**Remarks/Examples:**  
e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists

**Related Access Points**

Name	Description
<a href="#">MU.2.C.1.In.a:</a>	Use a teacher-selected sensory skill to recognize specified musical characteristics.
<a href="#">MU.2.C.1.Su.a:</a>	Recognize a teacher-selected musical characteristic in a song or instrumental piece.
<a href="#">MU.2.C.1.Pa.a:</a>	Attend to a teacher-selected musical characteristic in a song or instrumental piece.

Respond to a piece of music and discuss individual interpretations.

[MU.2.C.1.2:](#)

**Remarks/Examples:**  
e.g., move, write, draw, describe, gesture

**Related Access Points**

Name	Description
<a href="#">MU.2.C.1.In.b:</a>	Respond to a musical work in a variety of ways.
<a href="#">MU.2.C.1.Su.b:</a>	Respond to a musical work.
<a href="#">MU.2.C.1.Pa.b:</a>	Explore a variety of music.

[MU.2.C.1.3:](#)

Classify unpitched instruments into metals, membranes, shakers, and wooden categories.

**Related Access Points**

Name	Description
<a href="#">MU.2.C.1.In.c:</a>	Identify a variety of unpitched instruments.
<a href="#">MU.2.C.1.Su.c:</a>	Explore unpitched classroom instruments.
<a href="#">MU.2.C.1.Pa.c:</a>	Explore differences in pitch.

[MU.2.C.1.4:](#)

Identify child, adult male, and adult female voices by timbre.

**Related Access Points**

Name	Description
<a href="#">MU.2.C.1.In.a:</a>	Use a teacher-selected sensory skill to recognize specified musical characteristics.
<a href="#">MU.2.C.1.Su.a:</a>	Recognize a teacher-selected musical characteristic in a song or instrumental piece.
<a href="#">MU.2.C.1.Pa.a:</a>	Attend to a teacher-selected musical characteristic in a song or instrumental piece.

[MU.2.C.2.1:](#)

Identify strengths and needs in classroom performances of familiar songs.

**Related Access Points**

Name	Description
<a href="#">MU.2.C.2.In.a:</a>	Identify preferred and non-preferred performances of familiar songs.
<a href="#">MU.2.C.2.Su.a:</a>	Select preferred performances of familiar songs.
<a href="#">MU.2.C.2.Pa.a:</a>	Respond to performances of familiar songs.

Discuss why musical characteristics are important when forming and discussing opinions about music.

[MU.2.C.3.1:](#)

**Remarks/Examples:**  
e.g., tempo, rhythm, dynamics, instrumentation

**Related Access Points**

Name	Description
<a href="#">MU.2.C.3.In.a:</a>	Recognize characteristics of a variety of music.
<a href="#">MU.2.C.3.Su.a:</a>	Respond to a variety of music characteristics.
<a href="#">MU.2.C.3.Pa.a:</a>	Attend to a variety of music characteristics.

Create a musical performance that brings a story or poem to life.

[MU.2.F.1.1:](#)

**Remarks/Examples:**  
e.g., sound carpets, original stories and poems, literary works

**Related Access Points**

Name	Description
<a href="#">MU.2.F.1.In.a:</a>	Create, interpret, or respond to a musical performance that brings a story or poem to life.
<a href="#">MU.2.F.1.Su.a:</a>	Imitate sounds or movements that represent a story character, setting, or theme.
<a href="#">MU.2.F.1.Pa.a:</a>	Explore a variety of sounds and movements that represent a story character, setting, or theme.

Describe how people participate in music.

[MU.2.F.2.1:](#)

**Remarks/Examples:**

e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials

**Related Access Points**

Name	Description
<a href="#">MU.2.F.2.In.a:</a>	Identify a variety of ways people participate in music.
<a href="#">MU.2.F.2.Su.a:</a>	Recognize different ways people participate in music.
<a href="#">MU.2.F.2.Pa.a:</a>	Explore different ways people participate in music.

Collaborate with others in a music presentation and discuss what was successful and what could be improved.

[MU.2.F.3.1:](#)

**Remarks/Examples:**

e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups

**Related Access Points**

Name	Description
<a href="#">MU.2.F.3.In.a:</a>	Demonstrate a variety of collaborative skills.
<a href="#">MU.2.F.3.Su.a:</a>	Demonstrate a collaborative skill.
<a href="#">MU.2.F.3.Pa.a:</a>	Contribute to a class musical performance.

Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.

[MU.2.H.1.1:](#)

**Remarks/Examples:**

e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato

**Related Access Points**

Name	Description
<a href="#">MU.2.H.1.In.a:</a>	Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
<a href="#">MU.2.H.1.Su.a:</a>	Imitate songs, games, and dances from a variety of cultures.
<a href="#">MU.2.H.1.Pa.a:</a>	Explore simple songs, dances, and musical games from a variety of cultures.

[MU.2.H.1.2:](#)

Identify the primary differences between composed and folk music.

**Related Access Points**

Name	Description
<a href="#">MU.2.H.1.In.a:</a>	Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
<a href="#">MU.2.H.1.Su.a:</a>	Imitate songs, games, and dances from a variety of cultures.
<a href="#">MU.2.H.1.Pa.a:</a>	Explore simple songs, dances, and musical games from a variety of cultures.

Discuss how music is used for celebrations in American and other cultures.

[MU.2.H.2.1:](#)

**Remarks/Examples:**

e.g., birthdays, New Year, national and religious holidays

**Related Access Points**

Name	Description
<a href="#">MU.2.H.2.In.a:</a>	Identify music used for celebrations in American and other cultures.
<a href="#">MU.2.H.2.Su.a:</a>	Match musical examples to their function.
<a href="#">MU.2.H.2.Pa.a:</a>	Explore music used for celebrations in American and other cultures.

[MU.2.H.3.1:](#)

Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.

**Related Access Points**

Name	Description
<a href="#">MU.2.H.3.In.a:</a>	Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts.
<a href="#">MU.2.H.3.Su.a:</a>	Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts.
<a href="#">MU.2.H.3.Pa.a:</a>	Explore the use of instruments and vocal sounds.

Identify basic elements of music in a song or instrumental excerpt.

[MU.2.O.1.1:](#)

**Remarks/Examples:**

e.g., melody, rhythm, pitch, form

**Related Access Points**

Name	Description
<a href="#">MU.2.O.1.In.a:</a>	Recognize basic elements of music in a song or instrumental excerpt.
<a href="#">MU.2.O.1.Su.a:</a>	Demonstrate awareness of beat and rhythm.
<a href="#">MU.2.O.1.Pa.a:</a>	Respond to a variety of music.

Identify the form of a simple piece of music.

[MU.2.O.1.2:](#)

**Remarks/Examples:**

e.g., AB, ABA, call-and-response

**Related Access Points**

Name	Description
<a href="#">MU.2.O.1.In.b:</a>	Identify similarities and differences in melodic phrases and/or rhythm patterns.
<a href="#">MU.2.O.1.Su.a:</a>	Demonstrate awareness of beat and rhythm.
<a href="#">MU.2.O.1.Pa.a:</a>	Respond to a variety of music.

[MU.2.O.3.1:](#)

Describe changes in tempo and dynamics within a musical work.

**Related Access Points**

Name	Description
<a href="#">MU.2.O.3.In.a:</a>	Respond to music to demonstrate how it makes one feel.
<a href="#">MU.2.O.3.Su.a:</a>	Demonstrate awareness of beat and rhythm.
<a href="#">MU.2.O.3.Pa.a:</a>	Explore a variety of music.

[MU.2.S.1.1:](#)

Improvise short phrases in response to a given musical question.

**Related Access Points**

Name	Description
<a href="#">MU.2.S.1.In.a:</a>	Perform simple vocal or instrumental musical patterns or songs.
<a href="#">MU.2.S.1.Su.a:</a>	Imitate simple vocal or instrumental patterns or songs.
<a href="#">MU.2.S.1.Pa.a:</a>	Respond to a variety of simple vocal or instrumental patterns or songs.

[MU.2.S.1.2:](#)

Create simple ostinati to accompany songs or poems.

**Related Access Points**

Name	Description
<a href="#">MU.2.S.1.In.a:</a>	Perform simple vocal or instrumental musical patterns or songs.
<a href="#">MU.2.S.1.Su.a:</a>	Imitate simple vocal or instrumental patterns or songs.
<a href="#">MU.2.S.1.Pa.a:</a>	Respond to a variety of simple vocal or instrumental patterns or songs.

[MU.2.S.2.1:](#)

Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

**Related Access Points**

Name	Description
<a href="#">MU.2.S.2.In.a:</a>	Sing or play songs from memory.
<a href="#">MU.2.S.2.Su.a:</a>	Sing or play songs from a model.
<a href="#">MU.2.S.2.Pa.a:</a>	Respond to familiar songs.

[MU.2.S.3.1:](#)

Sing songs in an appropriate range, using head voice and maintaining pitch.

**Related Access Points**

Name	Description
<a href="#">MU.2.S.3.In.a:</a>	Sing songs of limited range using the head voice.
<a href="#">MU.2.S.3.Su.a:</a>	Sing or play songs from a model.
<a href="#">MU.2.S.3.Pa.a:</a>	Explore familiar songs.

[MU.2.S.3.2:](#)

Play simple melodies and/or accompaniments on classroom instruments.

**Related Access Points**

Name	Description
<a href="#">MU.2.S.3.In.b:</a>	Perform simple songs and accompaniments.
<a href="#">MU.2.S.3.Su.b:</a>	Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.2.S.3.Pa.b:</a>	Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

Sing simple la-sol-mi-do patterns at sight.

[MU.2.S.3.3:](#)

**Remarks/Examples:**

e.g., reading from hand signs and/or iconic or traditional representations

**Related Access Points**

Name	Description
<a href="#">MU.2.S.3.In.c:</a>	Sing simple la-sol-mi-do patterns from a model.
<a href="#">MU.2.S.3.Su.a:</a>	Sing or play songs from a model.
<a href="#">MU.2.S.3.Pa.a:</a>	Explore familiar songs.

Compare aural melodic patterns with written patterns to determine whether they are the same or different.

[MU.2.S.3.4:](#)

**Remarks/Examples:**

e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes

**Related Access Points**

Name	Description
<a href="#">MU.2.S.3.In.d:</a>	Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.2.S.3.Su.a:</a>	Sing or play songs from a model.
<a href="#">MU.2.S.3.Pa.a:</a>	Explore familiar songs.

Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

[MU.2.S.3.5:](#)

**Remarks/Examples:**

e.g., draw, body/hand signs, manipulatives, la-sol-mi

**Related Access Points**

Name	Description
<a href="#">MU.2.S.3.In.d:</a>	Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.2.S.3.Su.b:</a>	Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.2.S.3.Pa.b:</a>	Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

Describe listening skills and how they support appreciation of musical works.

[MU.3.C.1.1:](#)

**Remarks/Examples:**

e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists

**Related Access Points**

Name	Description
<a href="#">MU.3.C.1.In.a:</a>	Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
<a href="#">MU.3.C.1.Su.a:</a>	Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
<a href="#">MU.3.C.1.Pa.a:</a>	Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

Respond to a musical work in a variety of ways and compare individual interpretations.

[MU.3.C.1.2:](#)

**Remarks/Examples:**

e.g., move, draw, sing, play, gesture, conduct

**Related Access Points**

Name	Description
<a href="#">MU.3.C.1.In.b:</a>	Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
<a href="#">MU.3.C.1.Su.b:</a>	Respond to teacher-selected musical characteristics in a song or instrumental piece.
<a href="#">MU.3.C.1.Pa.a:</a>	Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

Identify families of orchestral and band instruments.

[MU.3.C.1.3:](#)

**Remarks/Examples:**

e.g., strings, woodwinds, brass, percussion, keyboards

**Related Access Points**

Name	Description
<a href="#">MU.3.C.1.In.c:</a>	Identify a variety of orchestral and band instruments.
<a href="#">MU.3.C.1.Su.c:</a>	Recognize selected orchestral and band instruments.
<a href="#">MU.3.C.1.Pa.b:</a>	Attend using senses to a variety of orchestral and band instruments.

[MU.3.C.1.4:](#)

Discriminate between unison and two-part singing.

**Related Access Points**

Name	Description
<a href="#">MU.3.C.1.In.d:</a>	Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
<a href="#">MU.3.C.1.Su.d:</a>	Distinguish between music and song.
<a href="#">MU.3.C.1.Pa.a:</a>	Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

[MU.3.C.2.1:](#)

Evaluate performances of familiar music using teacher-established criteria.

**Related Access Points**

Name	Description
<a href="#">MU.3.C.2.In.a:</a>	Identify a reason for preferring one performance of a familiar song over another.
<a href="#">MU.3.C.2.Su.a:</a>	Use a teacher-selected criterion to evaluate performances of familiar music.
<a href="#">MU.3.C.2.Pa.a:</a>	Select preferred familiar songs.

Identify musical characteristics and elements within a piece of music when discussing the value of the work.

[MU.3.C.3.1:](#)

**Remarks/Examples:**  
e.g., tempo, rhythm, timbre, form, instrumentation, texture

**Related Access Points**

Name	Description
<a href="#">MU.3.C.3.In.a:</a>	Recognize that musical characteristics influence our opinion of the piece.
<a href="#">MU.3.C.3.Su.a:</a>	Recognize a variety of music characteristics.
<a href="#">MU.3.C.3.Pa.a:</a>	Recognize a characteristic of music.

Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.

[MU.3.F.1.1:](#)

**Remarks/Examples:**  
e.g., sound carpets, original stories and poems, literary works

**Related Access Points**

Name	Description
<a href="#">MU.3.F.1.In.a:</a>	Use sounds and movements to represent or enhance story or poem characteristics.
<a href="#">MU.3.F.1.Su.a:</a>	Imitate sounds and movements to represent or enhance story or poem characteristics.
<a href="#">MU.3.F.1.Pa.a:</a>	Respond to a variety of sounds and movements that represent or enhance story or poem characteristics.

Identify musicians in the school, community, and media.

[MU.3.F.2.1:](#)

**Remarks/Examples:**  
e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services

**Related Access Points**

Name	Description
<a href="#">MU.3.F.2.In.a:</a>	Identify musicians in the school, community, or media.
<a href="#">MU.3.F.2.Su.a:</a>	Recognize musicians in the school, community, or media.
<a href="#">MU.3.F.2.Pa.a:</a>	Recognize that people who make music are called musicians.

Describe opportunities for personal music-making.

[MU.3.F.2.2:](#)

**Remarks/Examples:**  
e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music

**Related Access Points**

Name	Description
<a href="#">MU.3.F.2.In.b:</a>	Identify opportunities in the school, home, or community for participating in music making.
<a href="#">MU.3.F.2.Su.b:</a>	Recognize opportunities in the school, home, or community for participating in music making.
<a href="#">MU.3.F.2.Pa.b:</a>	Recognize an opportunity in the school, home, or community for participating in music-making.

Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

[MU.3.F.3.1:](#)

**Remarks/Examples:**  
e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups

**Related Access Points**

Name	Description
<a href="#">MU.3.F.3.In.a:</a>	Sequence two or more components related to individual or collaborative musical projects.
<a href="#">MU.3.F.3.Su.a:</a>	Complete one or more components of individual or collaborative musical projects.
<a href="#">MU.3.F.3.Pa.a:</a>	Contribute to collaborative tasks related to music.

Compare indigenous instruments of specified cultures.

[MU.3.H.1.1:](#)

**Remarks/Examples:**  
e.g., congas, dundun drums, maracas, dulcimer, darabukah

**Related Access Points**

Name	Description
<a href="#">MU.3.H.1.In.a:</a>	Identify indigenous instruments of specified cultures.
<a href="#">MU.3.H.1.Su.a:</a>	Match selected instruments to specified cultures.
<a href="#">MU.3.H.1.Pa.a:</a>	Explore indigenous instruments of specified cultures.

Identify significant information about specified composers and one or more of their musical works.

[MU.3.H.1.2:](#)

**Related Access Points**

Name	Description
<a href="#">MU.3.H.1.In.b:</a>	Recognize characteristic musical sounds from a variety of cultures.
<a href="#">MU.3.H.1.Su.b:</a>	Match characteristic musical sounds to specified cultures.
<a href="#">MU.3.H.1.Pa.b:</a>	Explore characteristic musical sounds from a variety of cultures.

Identify timbre(s) in music from a variety of cultures.

[MU.3.H.1.3:](#)

**Remarks/Examples:**

e.g., metals, woods, shakers, strings, voice: adult, child

Discuss how music in America was influenced by people and events in its history.

[MU.3.H.2.1:](#)

**Remarks/Examples:**

e.g., slavery, expansion of railroad, jazz, war, politics

**Related Access Points**

Name	Description
<a href="#">MU.3.H.2.In.a:</a>	Recognize influences of culture and history on American music.
<a href="#">MU.3.H.2.Su.a:</a>	Recognize a variety of music that represents American culture or history.
<a href="#">MU.3.H.2.Pa.a:</a>	Associate musical examples with American culture or history.

Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

[MU.3.H.3.1:](#)

**Remarks/Examples:**

e.g., in dance, visual art, language arts, pulse, rhythm, fluency

**Related Access Points**

Name	Description
<a href="#">MU.3.H.3.In.a:</a>	Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts.
<a href="#">MU.3.H.3.Su.a:</a>	Explore the use of pattern, line, and form in music and other teacher-selected contexts.
<a href="#">MU.3.H.3.Pa.a:</a>	Respond to the use of patterns in music.

Identify, using correct music vocabulary, the elements in a musical work.

[MU.3.O.1.1:](#)

**Remarks/Examples:**

e.g., rhythm, pitch, timbre, form

**Related Access Points**

Name	Description
<a href="#">MU.3.O.1.In.a:</a>	Recognize basic elements in a piece of music.
<a href="#">MU.3.O.1.Su.a:</a>	Recognize a selected element in a piece of music.
<a href="#">MU.3.O.1.Pa.a:</a>	Respond to rhythmic production.

Identify and describe the musical form of a familiar song.

[MU.3.O.1.2:](#)

**Remarks/Examples:**

e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda

**Related Access Points**

Name	Description
<a href="#">MU.3.O.1.In.b:</a>	Identify patterns in familiar songs.
<a href="#">MU.3.O.1.Su.b:</a>	Imitate patterns in familiar songs.
<a href="#">MU.3.O.1.Pa.b:</a>	Demonstrate awareness of beat or rhythm.

[MU.3.O.2.1:](#)

Rearrange melodic or rhythmic patterns to generate new phrases.

**Related Access Points**

Name	Description
<a href="#">MU.3.O.2.In.a:</a>	Rearrange simple melodic or rhythmic patterns to generate new phrases.
<a href="#">MU.3.O.2.Su.a:</a>	Imitate simple melodic or rhythmic patterns.
<a href="#">MU.3.O.2.Pa.a:</a>	Respond to a variety of simple melodic or rhythmic patterns.

[MU.3.O.3.1:](#)

Describe how tempo and dynamics can change the mood or emotion of a piece of music.

**Related Access Points**

Name	Description
<a href="#">MU.3.O.3.In.a:</a>	Identify the mood or emotion of a piece of music.
<a href="#">MU.3.O.3.Su.a:</a>	Respond to music to demonstrate how it makes one feel.
<a href="#">MU.5.O.3.Pa.a:</a>	Respond to music to demonstrate how it makes one feel.

[MU.3.S.1.1:](#)

Improvise rhythms or melodies over ostinati.

**Related Access Points**

Name	Description
<a href="#">MU.3.S.1.In.a:</a>	Improvise simple vocal or instrumental musical patterns over ostinati.
<a href="#">MU.3.S.1.Su.a:</a>	Imitate simple vocal or instrumental patterns over ostinati.

Create an alternate ending to a familiar song.

[MU.3.S.1.2:](#)

**Remarks/Examples:**

e.g., dynamics, tempo, lyrics

**Related Access Points**

Name	Description
<a href="#">MU.3.S.1.In.b:</a>	Improvise simple vocal or instrumental musical patterns.
<a href="#">MU.3.S.1.Su.b:</a>	Imitate an alternate ending to a familiar song.
<a href="#">MU.3.S.1.Pa.b:</a>	Recognize an alternate ending to a familiar song.

Identify patterns in songs to aid the development of sequencing and memorization skills.

[MU.3.S.2.1:](#)

**Remarks/Examples:**

e.g., parts of a round, parts of a layered work

**Related Access Points**

Name	Description
<a href="#">MU.3.S.2.In.a:</a>	Imitate a variety of musical patterns in songs.
<a href="#">MU.3.S.2.Su.a:</a>	Sing or play familiar songs from memory.
<a href="#">MU.3.S.2.Pa.a:</a>	Recognize familiar songs.

[MU.3.S.3.1:](#)

Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

**Related Access Points**

Name	Description
<a href="#">MU.3.S.3.In.a:</a>	Sing simple songs in a group using head voice and maintaining pitch.
<a href="#">MU.3.S.3.Su.a:</a>	Sing or play songs or patterns from memory.
<a href="#">MU.3.S.3.Pa.a:</a>	Sing or play songs from a model.

[MU.3.S.3.2:](#)

Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.

**Related Access Points**

Name	Description
<a href="#">MU.3.S.3.In.b:</a>	Play simple melodies and/or accompaniments on classroom instruments.
<a href="#">MU.3.S.3.Pa.a:</a>	Sing or play songs from a model.
<a href="#">MU.3.S.3.Pa.b:</a>	Sing or play songs or patterns.

[MU.3.S.3.3:](#)

Sing simple la-sol-mi-re-do patterns at sight.

**Remarks/Examples:**

e.g., reading from hand signs; reading from nontraditional or traditional notation

**Related Access Points**

Name	Description
<a href="#">MU.3.S.3.In.c:</a>	Sing simple la-sol-mi-do patterns.
<a href="#">MU.3.S.3.Su.a:</a>	Sing or play songs or patterns from memory.
<a href="#">MU.3.S.3.Pa.a:</a>	Sing or play songs from a model.

[MU.3.S.3.4:](#)

Match simple aural rhythm patterns in duple and triple meter with written patterns.

**Remarks/Examples:**

e.g., 2/4, 3/4, 4/4

**Related Access Points**

Name	Description
<a href="#">MU.3.S.3.In.d:</a>	Imitate simple rhythm patterns in duple and triple meter.
<a href="#">MU.3.S.3.Su.a:</a>	Sing or play songs or patterns from memory.
<a href="#">MU.3.S.3.Pa.a:</a>	Sing or play songs from a model.

[MU.3.S.3.5:](#)

Notate simple rhythmic and melodic patterns using traditional notation.

**Remarks/Examples:**

e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do

**Related Access Points**

Name	Description
<a href="#">MU.3.S.3.In.e:</a>	Match aurally presented notes to traditional notation.
<a href="#">MU.3.S.3.Su.a:</a>	Sing or play songs or patterns from memory.
<a href="#">MU.3.S.3.Pa.a:</a>	Sing or play songs from a model.

Develop effective listening strategies and describe how they can support appreciation of musical works.

[MU.4.C.1.1:](#)

**Remarks/Examples:**

e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists

**Related Access Points**

Name	Description
<a href="#">MU.4.C.1.In.a:</a>	Identify and use appropriate sensory skills to recognize specified musical characteristics.
<a href="#">MU.4.C.1.Su.a:</a>	Use a teacher-selected sensory skill to recognize specified musical characteristics.
<a href="#">MU.4.C.1.Pa.a:</a>	Recognize a teacher-selected musical characteristic in a song or instrumental piece.

Describe, using correct music vocabulary, what is heard in a specific musical work.

[MU.4.C.1.2:](#)

**Remarks/Examples:**

e.g., movement of melodic line, tempo, repeated and contrasting patterns

**Related Access Points**

Name	Description
<a href="#">MU.4.C.2.In.a:</a>	Identify selected basic music performance techniques to provide a foundation for critiquing self and others.
<a href="#">MU.4.C.2.Su.b:</a>	Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
<a href="#">MU.4.C.1.Pa.a:</a>	Recognize a teacher-selected musical characteristic in a song or instrumental piece.

[MU.4.C.1.3:](#)

Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.

**Related Access Points**

Name	Description
<a href="#">MU.4.C.1.In.b:</a>	Recognize families of orchestral and band instruments
<a href="#">MU.4.C.2.Su.b:</a>	Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
<a href="#">MU.4.C.1.Pa.b:</a>	Recognize selected orchestral and band instruments.

[MU.4.C.1.4:](#)

Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.

**Related Access Points**

Name	Description
<a href="#">MU.4.C.1.In.c:</a>	Identify and use appropriate sensory skills to distinguish voice parts.
<a href="#">MU.4.C.1.Su.c:</a>	Use a teacher-selected sensory skill to recognize differences in voice parts.
<a href="#">MU.4.C.1.Pa.c:</a>	Distinguish between two voice types.

Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

[MU.4.C.2.1:](#)

**Remarks/Examples:**

e.g., intonation, balance, blend, timbre, posture, breath support

**Related Access Points**

Name	Description
<a href="#">MU.4.H.2.In.a:</a>	Identify and listen to music related to Florida's history.
<a href="#">MU.4.H.2.Su.a:</a>	Recognize a variety of music that represents Florida culture or history.
<a href="#">MU.4.H.2.Pa.a:</a>	Associate musical examples with Florida culture or history.

[MU.4.C.2.2:](#)

Critique specific techniques in one's own and others performances using teacher-established criteria.

**Related Access Points**

Name	Description
<a href="#">MU.4.H.2.In.b:</a>	Identify a variety of venues to experience music.
<a href="#">MU.4.H.2.Su.b:</a>	Recognize a variety of venues to experience music.
<a href="#">MU.4.H.2.Pa.b:</a>	Recognize a way to interact with music.

Describe characteristics that make various musical works appealing.

[MU.4.C.3.1:](#)

**Remarks/Examples:**

e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation

**Related Access Points**

Name	Description
<a href="#">MU.4.C.3.In.a:</a>	Identify characteristics that make various musical works appealing.
<a href="#">MU.4.C.3.Su.a:</a>	Recognize characteristics that make various musical works appealing.
<a href="#">MU.4.C.3.Pa.a:</a>	Select a characteristic that makes a musical work appealing.

Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

<a href="#">MU.4.F.1.1:</a>	<b>Remarks/Examples:</b> e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry
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**Related Access Points**

Name	Description
<a href="#">MU.4.F.1.In.a:</a>	Change the feeling of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
<a href="#">MU.4.F.1.Su.a:</a>	Imitate changes in sounds and movements of melodic or rhythmic pieces.
<a href="#">MU.4.F.1.Pa.a:</a>	Explore changes in sounds and movements of melodic or rhythmic pieces.

Describe roles and careers of selected musicians.

<a href="#">MU.4.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
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**Related Access Points**

Name	Description
<a href="#">MU.4.F.2.In.a:</a>	Identify two or more community opportunities in or related to music for employment or leisure.
<a href="#">MU.4.F.2.Su.a:</a>	Recognize two or more community opportunities to participate in activities related to music.
<a href="#">MU.4.F.2.Pa.a:</a>	Associate music with leisure or recreation.

Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

<a href="#">MU.4.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
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**Related Access Points**

Name	Description
<a href="#">MU.4.F.3.In.a:</a>	Identify a personal quality that supports success in music that can be applied to other fields.
<a href="#">MU.4.F.3.Su.a:</a>	Recognize a personal quality that supports success in music that can be applied to other fields.
<a href="#">MU.4.F.3.Pa.a:</a>	Recognize a personal quality that supports success in life.

Discuss the safe, legal way to download songs and other media.

<a href="#">MU.4.F.3.2:</a>	<b>Remarks/Examples:</b> e.g., sharing personal and financial information, copying and sharing music
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**Related Access Points**

Name	Description
<a href="#">MU.4.F.3.In.a:</a>	Identify a personal quality that supports success in music that can be applied to other fields.
<a href="#">MU.4.F.3.Su.b:</a>	Recognize and respect the property of others.
<a href="#">MU.4.F.3.Pa.b:</a>	Recognize the property of others

<a href="#">MU.4.H.1.1:</a>	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
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**Related Access Points**

Name	Description
<a href="#">MU.4.H.1.In.a:</a>	Identify common uses of music within specific cultures.
<a href="#">MU.4.H.1.Su.a:</a>	Recognize common uses of music within specific cultures.
<a href="#">MU.4.H.1.Pa.a:</a>	Recognize a use of music common to cultures or times.

<a href="#">MU.4.H.1.2:</a>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
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**Related Access Points**

Name	Description
<a href="#">MU.4.H.1.In.b:</a>	Recognize pieces of music that originated from cultures other than one's own.
<a href="#">MU.4.H.1.Su.b:</a>	Match pieces of characteristic music to specified cultures.
<a href="#">MU.4.H.1.Pa.b:</a>	Associate a piece of music with a specified culture.

<a href="#">MU.4.H.1.3:</a>	Identify pieces of music that originated from cultures other than one's own.
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**Related Access Points**

Name	Description
<a href="#">MU.4.H.1.In.a:</a>	Identify common uses of music within specific cultures.
<a href="#">MU.4.H.1.Su.a:</a>	Recognize common uses of music within specific cultures.
<a href="#">MU.4.H.1.Pa.a:</a>	Recognize a use of music common to cultures or times.

Perform, listen to, and discuss music related to Florida's history.

<a href="#">MU.4.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress,
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intimidate, immortalize

**Related Access Points**

Name	Description
<a href="#">MU.4.H.2.In.a:</a>	Identify and listen to music related to Florida’s history.
<a href="#">MU.4.H.2.Su.a:</a>	Recognize a variety of music that represents Florida culture or history.
<a href="#">MU.4.H.2.Pa.a:</a>	Associate musical examples with Florida culture or history.

Identify ways in which individuals of varying ages and cultures experience music.

[MU.4.H.2.2:](#)

**Remarks/Examples:**  
e.g., live concert, musical theatre, Internet, recordings

**Related Access Points**

Name	Description
<a href="#">MU.4.H.2.In.b:</a>	Identify a variety of venues to experience music.
<a href="#">MU.4.H.2.Su.b:</a>	Recognize a variety of venues to experience music.
<a href="#">MU.4.H.2.Pa.b:</a>	Recognize a way to interact with music.

Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

[MU.4.H.3.1:](#)

**Remarks/Examples:**  
e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

**Related Access Points**

Name	Description
<a href="#">MU.4.H.3.In.a:</a>	Compare the use of pattern, line, and form found in music with other teacher-selected contexts.
<a href="#">MU.4.H.3.Su.a:</a>	Connect the use of pattern, line, and form found in music with another teacher-selected context.
<a href="#">MU.4.H.3.Pa.a:</a>	Respond to the use of patterns in music and another teacher-selected context.

Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

[MU.4.O.1.1:](#)

**Remarks/Examples:**  
e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

**Related Access Points**

Name	Description
<a href="#">MU.4.O.1.In.a:</a>	Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles.
<a href="#">MU.4.O.1.Su.a:</a>	Recognize selected elements of music in different types of music.
<a href="#">MU.4.O.1.Pa.a:</a>	Demonstrate awareness of beat and rhythm.

[MU.4.O.2.1:](#)

Create variations for selected melodies.

**Related Access Points**

Name	Description
<a href="#">MU.4.O.2.In.a:</a>	Change the feeling of a musical phrase by altering the elements of music.
<a href="#">MU.4.O.2.Su.a:</a>	Select an element to change in a musical phrase.
<a href="#">MU.4.O.2.Pa.a:</a>	Respond to a change in a musical phrase.

Identify how expressive elements and lyrics affect the mood or emotion of a song.

[MU.4.O.3.1:](#)

**Remarks/Examples:**  
e.g., tempo, dynamics, phrasing, articulation

**Related Access Points**

Name	Description
<a href="#">MU.4.O.3.In.a:</a>	Recognize how a change in an expressive element affects the mood or emotion of a song.
<a href="#">MU.4.O.3.Su.a:</a>	Match expressive elements and lyrics to mood or emotion.
<a href="#">MU.4.O.3.Pa.a:</a>	Recognize the mood or emotion expressed in a musical piece.

[MU.4.O.3.2:](#)

Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one’s choices.

**Related Access Points**

Name	Description
<a href="#">MU.4.O.3.In.b:</a>	Change an expressive element to a vocal or instrumental piece and discuss the result
<a href="#">MU.4.O.3.Su.a:</a>	Match expressive elements and lyrics to mood or emotion.
<a href="#">MU.4.O.3.Pa.a:</a>	Recognize the mood or emotion expressed in a musical piece.

Improvise phrases, using familiar songs.

<a href="#">MU.4.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., altering text, rhythm, pitch, melody
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**Related Access Points**

Name	Description
<a href="#">MU.4.S.1.In.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.4.S.1.Su.a:</a>	Perform simple vocal or instrumental patterns or songs.
<a href="#">MU.4.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

Create melodic patterns using a variety of sound sources.

<a href="#">MU.4.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., voice, instrument
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**Related Access Points**

Name	Description
<a href="#">MU.4.S.1.In.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.4.S.1.Su.a:</a>	Perform simple vocal or instrumental patterns or songs.
<a href="#">MU.4.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

Arrange a familiar song for voices or instruments by manipulating form.

<a href="#">MU.4.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., introduction, interlude/bridge, coda, ABA, rondo
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**Related Access Points**

Name	Description
<a href="#">MU.4.S.1.In.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.4.S.1.Su.a:</a>	Perform simple vocal or instrumental patterns or songs.
<a href="#">MU.4.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

**Related Access Points**

Name	Description
<a href="#">MU.4.S.2.In.a:</a>	Recognize patterns in music.
<a href="#">MU.4.S.2.Su.a:</a>	Imitate musical patterns.
<a href="#">MU.4.S.2.Pa.a:</a>	Recognize a musical pattern.

Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

**Related Access Points**

Name	Description
<a href="#">MU.4.S.3.In.a:</a>	Sing songs in an appropriate range using head voice and maintaining pitch.
<a href="#">MU.4.S.3.Su.a:</a>	Sing songs of limited range using the head voice.
<a href="#">MU.4.S.3.Pa.a:</a>	Sing or play songs or patterns from a model.

Play rounds, canons, or layered ostinati on classroom instruments.

**Related Access Points**

Name	Description
<a href="#">MU.4.S.3.In.b:</a>	Perform simple melodies and/or accompaniments on classroom instruments.
<a href="#">MU.4.S.3.Su.b:</a>	Perform simple songs and accompaniments.
<a href="#">MU.4.S.3.Pa.b:</a>	Sing or play songs or patterns from a cue.

Perform extended pentatonic melodies at sight.

<a href="#">MU.4.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., high do, low sol, low la; vocal and/or instrumental
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**Related Access Points**

Name	Description
<a href="#">MU.4.S.3.In.b:</a>	Perform simple melodies and/or accompaniments on classroom instruments.
<a href="#">MU.4.S.3.Su.b:</a>	Perform simple songs and accompaniments.
<a href="#">MU.4.S.3.Pa.b:</a>	Sing or play songs or patterns from a cue.

Play simple ostinati, by ear, using classroom instruments.

**Related Access Points**

Name	Description
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[MU.4.S.3.In.b:](#) Perform simple melodies and/or accompaniments on classroom instruments.

[MU.4.S.3.Su.b:](#) Perform simple songs and accompaniments.

[MU.4.S.3.Pa.b:](#) Sing or play songs or patterns from a cue.

Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

[MU.4.S.3.5:](#)

**Remarks/Examples:**

e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do

**Related Access Points**

Name	Description
<a href="#">MU.4.S.3.In.c:</a>	Copy simple rhythmic and melodic patterns using traditional notation.
<a href="#">MU.4.S.3.Su.b:</a>	Perform simple songs and accompaniments.
<a href="#">MU.4.S.3.Pa.b:</a>	Sing or play songs or patterns from a cue.

Discuss and apply listening strategies to support appreciation of musical works.

[MU.5.C.1.1:](#)

**Remarks/Examples:**

e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists

**Related Access Points**

Name	Description
<a href="#">MU.5.C.1.In.a:</a>	Identify and use appropriate sensory skills to support appreciation of musical works.
<a href="#">MU.5.C.1.Su.a:</a>	Recognize and use teacher-selected sensory skills to support appreciation of musical works.
<a href="#">MU.5.C.1.Pa.a:</a>	Use sensory strategies to support appreciation of musical works.

Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

[MU.5.C.1.2:](#)

**Remarks/Examples:**

e.g., title, historical notes, quality recordings, instrumentation, expressive elements

**Related Access Points**

Name	Description
<a href="#">MU.5.C.1.In.b:</a>	Identify the musical intent of the composer for a specific musical work.
<a href="#">MU.5.C.1.Su.b:</a>	Match the musical intent of the composer to a specific musical work.
<a href="#">MU.5.C.1.Pa.b:</a>	Recognize that music examples convey meaning.

Identify, aurally, selected instruments of the band and orchestra.

[MU.5.C.1.3:](#)

**Remarks/Examples:**

e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord

**Related Access Points**

Name	Description
<a href="#">MU.5.C.1.In.c:</a>	Identify families of orchestral and band instruments.
<a href="#">MU.5.C.1.Su.c:</a>	Identify a variety of orchestral and band instruments.
<a href="#">MU.5.C.1.Pa.c:</a>	Recognize selected orchestral and band instruments.

[MU.5.C.1.4:](#)

Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

**Related Access Points**

Name	Description
<a href="#">MU.5.C.1.In.d:</a>	Identify the four primary voice parts: soprano, alto, tenor, and bass.
<a href="#">MU.5.C.1.Su.d:</a>	Recognize differences between different voice parts.
<a href="#">MU.5.C.1.Pa.d:</a>	Distinguish between two voices.

Define criteria, using correct music vocabulary, to critique one's own and others performance.

[MU.5.C.2.1:](#)

**Remarks/Examples:**

e.g., intonation, balance, blend, timbre

**Related Access Points**

Name	Description
<a href="#">MU.5.C.2.In.a:</a>	Use defined criteria to analyze one's own and others' performance.
<a href="#">MU.5.C.2.Su.a:</a>	Use a teacher-selected criterion to analyze one's own and others' performance.
<a href="#">MU.5.C.2.Pa.a:</a>	Use a teacher-selected criterion to evaluate performances of familiar music.

[MU.5.C.2.2:](#)

Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

**Related Access Points**

Name	Description
<a href="#">MU.5.C.2.In.b:</a>	Use defined criteria to analyze and revise one's own performance.
<a href="#">MU.5.C.2.Su.b:</a>	Use a teacher-selected criterion to analyze and revise one's own performance.
<a href="#">MU.5.C.2.Pa.b:</a>	Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

[MU.5.C.3.1:](#)

Develop criteria to evaluate an exemplary musical work from a specific period or genre.

**Related Access Points**

Name	Description
<a href="#">MU.5.C.3.In.a:</a>	Use defined criteria to respond to musical work of a specified period or genre.
<a href="#">MU.5.C.3.Su.a:</a>	Use a teacher-selected criterion to respond to musical work of a specified period or genre.
<a href="#">MU.5.C.3.Pa.a:</a>	Select preferred musical work of a specified period or genre.

[MU.5.F.1.1:](#)

Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

**Related Access Points**

Name	Description
<a href="#">MU.5.F.1.In.a:</a>	Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.5.F.1.Su.a:</a>	Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.5.F.1.Pa.a:</a>	Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

Describe jobs associated with various types of concert venues and performing arts centers.

[MU.5.F.2.1:](#)

**Remarks/Examples:**  
e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant

**Related Access Points**

Name	Description
<a href="#">MU.5.F.2.In.a:</a>	Identify two or more community opportunities in or related to music for employment and leisure.
<a href="#">MU.5.F.2.Su.a:</a>	Recognize two or more community opportunities in or related to music for employment or leisure.
<a href="#">MU.5.F.2.Pa.a:</a>	Recognize a community opportunity in or related to music for employment or leisure.

[MU.5.F.2.2:](#)

Explain why live performances are important to the career of the artist and the success of performance venues.

**Related Access Points**

Name	Description
<a href="#">MU.5.F.2.In.a:</a>	Identify two or more community opportunities in or related to music for employment and leisure.
<a href="#">MU.5.F.2.Su.a:</a>	Recognize two or more community opportunities in or related to music for employment or leisure.
<a href="#">MU.5.F.2.Pa.a:</a>	Recognize a community opportunity in or related to music for employment or leisure.

[MU.5.F.3.1:](#)

Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

**Remarks/Examples:**  
e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented

**Related Access Points**

Name	Description
<a href="#">MU.5.F.3.In.a:</a>	Identify personal qualities that support success in music that can be applied to other fields.
<a href="#">MU.5.F.3.Su.a:</a>	Recognize selected personal qualities that support success in music that can be applied to other fields.
<a href="#">MU.5.F.3.Pa.a:</a>	Recognize a personal quality that supports success in music that can be applied to other fields.

[MU.5.F.3.2:](#)

Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

**Remarks/Examples:**  
e.g., downloading music and other digital media, sharing personal and financial information, copying music

**Related Access Points**

Name	Description
<a href="#">MU.5.F.3.In.b:</a>	Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.
<a href="#">MU.5.F.3.Su.b:</a>	Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.
<a href="#">MU.5.F.3.Pa.b:</a>	Recognize and respect the property of others.

[MU.5.H.1.1:](#)

Identify the purposes for which music is used within various cultures.

**Remarks/Examples:**  
e.g., communication, celebration, ceremony

**Related Access Points**

Name	Description
<a href="#">MU.5.H.1.In.a:</a>	Identify the purpose for which specified music is used within various cultures.
<a href="#">MU.5.H.1.Su.a:</a>	Recognize the purpose for which specified music is used within various cultures.

[MU.5.H.1.Pa.a:](#) Recognize the purpose of specified music.

[MU.5.H.1.2:](#) Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

#### Related Access Points

Name	Description
<a href="#">MU.5.H.1.In.b:</a>	Identify similarities and differences between styles and features of music produced by different cultures.
<a href="#">MU.5.H.1.Su.b:</a>	Recognize similarities or differences between styles or features of music produced by different cultures.
<a href="#">MU.5.H.1.Pa.b:</a>	Recognize similarities or differences in musical compositions.

Compare stylistic and musical features in works originating from different cultures.

[MU.5.H.1.3:](#)

**Remarks/Examples:**  
e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns

#### Related Access Points

Name	Description
<a href="#">MU.5.H.1.In.b:</a>	Identify similarities and differences between styles and features of music produced by different cultures.
<a href="#">MU.5.H.1.Su.b:</a>	Recognize similarities or differences between styles or features of music produced by different cultures.
<a href="#">MU.5.H.1.Pa.b:</a>	Recognize similarities or differences in musical compositions.

[MU.5.H.2.1:](#) Examine the contributions of musicians and composers for a specific historical period.

#### Related Access Points

Name	Description
<a href="#">MU.5.H.2.In.a:</a>	Identify musicians and composers for a specific historical period.
<a href="#">MU.5.H.2.Su.a:</a>	Recognize selected music for a specific historical period.
<a href="#">MU.5.H.2.Pa.a:</a>	Explore music from a specific historical period.

[MU.5.H.2.2:](#)

Describe how technology has changed the way audiences experience music.

#### Related Access Points

Name	Description
<a href="#">MU.5.H.2.In.b:</a>	Identify and use a variety of technologies to experience music.
<a href="#">MU.5.H.2.Su.b:</a>	Recognize and use selected technologies to experience music.
<a href="#">MU.5.H.2.Pa.b:</a>	Use a selected technology to experience music.

Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

[MU.5.H.3.1:](#)

**Remarks/Examples:**  
e.g., reading, writing, observing, listening, evaluating, embellishing, revising

#### Related Access Points

Name	Description
<a href="#">MU.5.H.3.In.a:</a>	Examine the steps of a critical-thinking process in music and apply them to another teacher-selected discipline.
<a href="#">MU.5.H.3.Su.a:</a>	Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline.
<a href="#">MU.5.H.3.Pa.a:</a>	Explore the use of pattern, line, and form in music and other teacher-selected contexts.

Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

[MU.5.O.1.1:](#)

**Remarks/Examples:**  
e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz

#### Related Access Points

Name	Description
<a href="#">MU.5.O.1.In.a:</a>	Identify the musical elements in various styles of music using correct music vocabulary.
<a href="#">MU.5.O.1.Su.a:</a>	Recognize basic elements in various styles of music.
<a href="#">MU.5.O.1.Pa.a:</a>	Recognize a selected element in a piece of music.

[MU.5.O.2.1:](#) Create a new melody from two or more melodic motifs.

#### Related Access Points

Name	Description
<a href="#">MU.5.O.2.In.a:</a>	Rearrange melodic or rhythmic patterns to generate new phrases.
<a href="#">MU.5.O.2.Su.a:</a>	Rearrange simple melodic or rhythmic patterns to generate new phrases.
<a href="#">MU.5.O.2.Pa.a:</a>	Select preferred simple melodic or rhythmic patterns.

Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

[MU.5.O.3.1:](#)

**Remarks/Examples:**  
e.g., tempo, dynamics, timbre, texture, phrasing, articulation

### Related Access Points

Name	Description
<a href="#">MU.5.O.3.In.a:</a>	Discuss how expressive elements can change the mood or emotion of a piece of music.
<a href="#">MU.5.O.3.Su.a:</a>	Identify the mood or emotion of a piece of music.
<a href="#">MU.5.O.3.Pa.a:</a>	Respond to music to demonstrate how it makes one feel.

[MU.5.O.3.2:](#) Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

### Related Access Points

Name	Description
<a href="#">MU.5.O.3.In.b:</a>	Practice performing expressive elements in a vocal or instrumental piece.
<a href="#">MU.5.O.3.Su.a:</a>	Identify the mood or emotion of a piece of music.
<a href="#">MU.5.O.3.Pa.a:</a>	Respond to music to demonstrate how it makes one feel.

[MU.5.S.1.1:](#) Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

### Related Access Points

Name	Description
<a href="#">MU.5.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to create variations on familiar melodies.
<a href="#">MU.5.S.1.Su.a:</a>	Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
<a href="#">MU.5.S.1.Pa.a:</a>	Participate in simple rhythmic or melodic patterns.

[MU.5.S.1.2:](#) Compose short vocal or instrumental pieces using a variety of sound sources.

### Related Access Points

Name	Description
<a href="#">MU.5.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to create variations on familiar melodies.
<a href="#">MU.5.S.1.Su.a:</a>	Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
<a href="#">MU.5.S.1.Pa.a:</a>	Participate in simple rhythmic or melodic patterns.

Arrange a familiar song by manipulating specified aspects of music.

[MU.5.S.1.3:](#)

<b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
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### Related Access Points

Name	Description
<a href="#">MU.5.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to create variations on familiar melodies.
<a href="#">MU.5.S.1.Su.a:</a>	Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
<a href="#">MU.5.S.1.Pa.a:</a>	Participate in simple rhythmic or melodic patterns.

[MU.5.S.1.4:](#) Sing or play simple melodic patterns by ear with support from the teacher.

### Related Access Points

Name	Description
<a href="#">MU.5.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to create variations on familiar melodies.
<a href="#">MU.5.S.1.Su.a:</a>	Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
<a href="#">MU.5.S.1.Pa.a:</a>	Participate in simple rhythmic or melodic patterns.

[MU.5.S.2.1:](#) Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.a:</a>	Re-create musical patterns from familiar music.
<a href="#">MU.5.S.2.Su.a:</a>	Imitate a variety of musical patterns.
<a href="#">MU.5.S.2.Pa.a:</a>	Match musical patterns to a model.

[MU.5.S.2.2:](#) Apply performance techniques to familiar music.

### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.a:</a>	Re-create musical patterns from familiar music.
<a href="#">MU.5.S.2.Su.a:</a>	Imitate a variety of musical patterns.
<a href="#">MU.5.S.2.Pa.a:</a>	Match musical patterns to a model.

[MU.5.S.3.1:](#) Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.a:</a>	Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.
<a href="#">MU.5.S.2.Su.a:</a>	Sing simple songs in a group using head voice and maintaining pitch.
<a href="#">MU.5.S.2.Pa.a:</a>	Contribute to the performance of group songs.

[MU.5.S.3.2:](#) Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

#### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.b:</a>	Play melodies and accompaniments on classroom instruments.
<a href="#">MU.5.S.2.Su.b:</a>	Play simple melodies and/or accompaniments on classroom instruments.
<a href="#">MU.5.S.2.Pa.b:</a>	Sing or play songs or patterns from memory.

Perform simple diatonic melodies at sight.

[MU.5.S.3.3:](#)

**Remarks/Examples:**  
e.g., vocal and/or instrumental

#### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.a:</a>	Re-create musical patterns from familiar music.
<a href="#">MU.5.S.2.Su.a:</a>	Imitate a variety of musical patterns.
<a href="#">MU.5.S.2.Pa.a:</a>	Match musical patterns to a model.

[MU.5.S.3.4:](#) Play melodies and accompaniments, by ear, using classroom instruments.

#### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.b:</a>	Play melodies and accompaniments on classroom instruments.
<a href="#">MU.5.S.2.Su.b:</a>	Play simple melodies and/or accompaniments on classroom instruments.

Notate rhythmic phrases and simple diatonic melodies using traditional notation.

[MU.5.S.3.5:](#)

**Remarks/Examples:**  
e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation

#### Related Access Points

Name	Description
<a href="#">MU.5.S.2.In.c:</a>	Notate simple rhythmic phrases using traditional notation.
<a href="#">MU.5.S.2.Su.b:</a>	Play simple melodies and/or accompaniments on classroom instruments.
<a href="#">MU.5.S.2.Pa.b:</a>	Sing or play songs or patterns from memory.

Respond to music from various sound sources to show awareness of steady beat.

[MU.K.C.1.1:](#)

**Remarks/Examples:**  
e.g., steady beat, pulse

#### Related Access Points

Name	Description
<a href="#">MU.K.C.1.In.a:</a>	Demonstrate awareness of a steady beat or pulse.
<a href="#">MU.K.C.1.Su.a:</a>	Respond to music from various sources.
<a href="#">MU.K.C.1.Pa.a:</a>	Attend to sounds from various sources.

Identify various sounds in a piece of music.

[MU.K.C.1.2:](#)

**Remarks/Examples:**  
e.g., vocal/instrumental timbres, environmental sounds

#### Related Access Points

Name	Description
<a href="#">MU.K.C.1.In.b:</a>	Recognize selected sounds from various sound sources.
<a href="#">MU.K.C.1.Su.b:</a>	Respond to a variety of sounds from various sound sources.
<a href="#">MU.K.C.1.Pa.a:</a>	Attend to sounds from various sources.

Identify, visually and aurally, pitched and unpitched classroom instruments.

[MU.K.C.1.3:](#)

**Remarks/Examples:**  
e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp

#### Related Access Points

Name	Description
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<a href="#">MU.K.C.1.In.c:</a>	Distinguish between singing, speaking, and whispering voices.
<a href="#">MU.K.C.1.Su.c:</a>	Explore sounds from various sound sources.
<a href="#">MU.K.C.1.Pa.a:</a>	Attend to sounds from various sources.

[MU.K.C.1.4:](#) Identify singing, speaking, and whispering voices.

**Related Access Points**

Name	Description
<a href="#">MU.K.C.1.In.c:</a>	Distinguish between singing, speaking, and whispering voices.
<a href="#">MU.K.C.1.Su.b:</a>	Respond to a variety of sounds from various sound sources.
<a href="#">MU.K.C.1.Pa.a:</a>	Attend to sounds from various sources.

[MU.K.C.2.1:](#) Identify similarities and/or differences in a performance.

**Related Access Points**

Name	Description
<a href="#">MU.K.C.2.In.a:</a>	Explore different performances of familiar songs.
<a href="#">MU.K.C.2.Su.a:</a>	Respond to performances of familiar songs.
<a href="#">MU.K.C.2.Pa.a:</a>	Attend to performances of familiar songs.

[MU.K.C.3.1:](#) Share opinions about selected pieces of music.

**Related Access Points**

Name	Description
<a href="#">MU.K.C.3.In.a:</a>	Identify preferred musical examples.
<a href="#">MU.K.C.3.Su.a:</a>	Respond to a variety of music.
<a href="#">MU.K.C.3.Pa.a:</a>	Attend to a variety of music.

Respond to and explore music through creative play and found sounds in the music classroom.

[MU.K.F.1.1:](#) **Remarks/Examples:**  
e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets

**Related Access Points**

Name	Description
<a href="#">MU.K.F.1.In.a:</a>	Explore music through creative play and found sounds in the music classroom.
<a href="#">MU.K.F.1.Su.a:</a>	Explore a variety of sounds in the classroom.
<a href="#">MU.K.F.1.Pa.a:</a>	Attend to a variety of sounds in the classroom.

Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

[MU.K.F.3.1:](#) **Remarks/Examples:**  
e.g., take turns, share, be a good listener, be respectful, display good manners

**Related Access Points**

Name	Description
<a href="#">MU.K.F.3.In.a:</a>	Demonstrate cooperative musical, classroom, and play behaviors.
<a href="#">MU.K.F.3.Su.a:</a>	Cooperate in guided musical, classroom, and play activities.
<a href="#">MU.K.F.3.Pa.a:</a>	Cooperate in guided musical activities.

Respond to music from diverse cultures through singing and movement.

[MU.K.H.1.1:](#) **Remarks/Examples:**  
e.g., nursery rhymes, singing games, folk dances

**Related Access Points**

Name	Description
<a href="#">MU.K.H.1.In.a:</a>	Respond to music from a variety of cultures and musical periods.
<a href="#">MU.K.H.1.Su.a:</a>	Explore music from a variety of cultures and musical periods.
<a href="#">MU.K.H.1.Pa.a:</a>	Attend to music from a variety of cultures and musical periods.

Respond to and/or perform folk music of American cultural sub-groups.

[MU.K.H.2.1:](#) **Remarks/Examples:**  
e.g., African American, Anglo-American, Latin American, Native American

**Related Access Points**

Name	Description
<a href="#">MU.K.H.2.In.a:</a>	Respond to music of American cultural sub-groups.
<a href="#">MU.K.H.2.Su.a:</a>	Explore music of American cultural sub-groups.
<a href="#">MU.K.H.2.Pa.a:</a>	Attend to music of American cultural sub-groups.

Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

[MU.K.H.3.1:](#)

**Remarks/Examples:**

e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing

**Related Access Points**

Name	Description
<a href="#">MU.K.H.3.In.a:</a>	Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
<a href="#">MU.K.H.3.Su.a:</a>	Explore simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
<a href="#">MU.K.H.3.Pa.a:</a>	Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Identify similarities and differences in melodic phrases and/or rhythm patterns.

[MU.K.O.1.2:](#)

**Remarks/Examples:**

e.g., visually, aurally

**Related Access Points**

Name	Description
<a href="#">MU.K.O.1.In.a:</a>	Demonstrate awareness of beat and rhythm.
<a href="#">MU.K.O.1.Su.a:</a>	Explore a variety of music.
<a href="#">MU.K.O.1.Pa.a:</a>	Attend to a variety of music.

Respond to music to demonstrate how it makes one feel.

[MU.K.O.3.1:](#)

**Remarks/Examples:**

e.g., movement, drawings

**Related Access Points**

Name	Description
<a href="#">MU.K.O.3.In.a:</a>	Demonstrate awareness of beat and rhythm.
<a href="#">MU.K.O.3.Su.a:</a>	Explore a variety of music.
<a href="#">MU.K.O.3.Pa.a:</a>	Attend to a variety of music.

Improvise a response to a musical question sung or played by someone else.

[MU.K.S.1.1:](#)

**Remarks/Examples:**

e.g., melodic, rhythmic

**Related Access Points**

Name	Description
<a href="#">MU.K.S.1.In.a:</a>	Respond to simple vocal or instrumental patterns or songs.
<a href="#">MU.K.S.1.Su.a:</a>	Explore simple vocal or instrumental patterns or songs.
<a href="#">MU.K.S.1.Pa.a:</a>	Attend to simple vocal or instrumental patterns or songs.

Sing or play songs from memory.

[MU.K.S.2.1:](#)

**Remarks/Examples:**

e.g., rhymes, chants, poems

**Related Access Points**

Name	Description
<a href="#">MU.K.S.2.In.a:</a>	Sing or play songs from a model.
<a href="#">MU.K.S.2.Su.a:</a>	Explore familiar songs.
<a href="#">MU.K.S.2.Pa.a:</a>	Attend to familiar songs.

[MU.K.S.3.1:](#)

Sing songs of limited range appropriate to the young child and use the head voice.

**Related Access Points**

Name	Description
<a href="#">MU.K.S.3.In.a:</a>	Sing or play songs from a model.
<a href="#">MU.K.S.3.Su.a:</a>	Explore familiar songs.
<a href="#">MU.K.S.3.Pa.a:</a>	Attend to familiar songs.

Perform simple songs and accompaniments.

[MU.K.S.3.2:](#)

**Remarks/Examples:**

e.g., singing, using body percussion or classroom instruments

**Related Access Points**

Name	Description
<a href="#">MU.K.S.3.In.a:</a>	Sing or play songs from a model.
<a href="#">MU.K.S.3.Su.a:</a>	Explore familiar songs.

[MU.K.S.3.Pa.a:](#) Attend to familiar songs.

Match pitches in a song or musical phrase in one or more keys.

[MU.K.S.3.3:](#)

**Remarks/Examples:**  
e.g., la, sol, mi

#### Related Access Points

Name	Description
<a href="#">MU.K.S.3.In.a:</a>	Sing or play songs from a model.
<a href="#">MU.K.S.3.Su.a:</a>	Explore familiar songs.
<a href="#">MU.K.S.3.Pa.a:</a>	Attend to familiar songs.

Imitate simple rhythm patterns played by the teacher or a peer.

[MU.K.S.3.4:](#)

**Remarks/Examples:**  
e.g., quarter note, quarter rest, beamed eighth notes

#### Related Access Points

Name	Description
<a href="#">MU.K.S.3.In.a:</a>	Sing or play songs from a model.
<a href="#">MU.K.S.3.Su.a:</a>	Explore familiar songs.
<a href="#">MU.K.S.3.Pa.a:</a>	Attend to familiar songs.

[LAFS.1.RL.1.2:](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.1.AP.2a:</a>	Retell a favorite text, including key details.
<a href="#">LAFS.1.RL.1.AP.2b:</a>	Use details to tell what happened in a story.
<a href="#">LAFS.1.RL.1.AP.2c:</a>	Retell the sequence of events in a story.
<a href="#">LAFS.1.RL.1.AP.2d:</a>	Retell stories and demonstrate understanding of their central message or lesson.

[LAFS.1.RL.2.4:](#)

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.RL.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.RL.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.

[LAFS.2.RI.1.1:](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.1a:</a>	Answer who, what, where, when, why and how questions from informational text.

[LAFS.3.RI.1.1:](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.1a:</a>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.RI.1.AP.1b:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.1c:</a>	Ask questions to demonstrate understanding.

[LAFS.4.RL.1.3:](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RL.1.AP.3a:</a>	Refer to text information that relates to one specific aspect of either the relationship between characters, setting, events or conflicts.

[LAFS.5.L.2.3:](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.L.2.AP.3a:</a>	Expand, combine and reduce sentences for meaning, reader interest and style for writing or speaking.

[LAFS.K.RL.4.10:](#)

Actively engage in group reading activities with purpose and understanding.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RL.4.AP.10a:</a>	Answer questions about reading, such as "Why do we read? What do we read?"
<a href="#">LAFS.K.RL.4.AP.10b:</a>	Choose narrative or informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RL.4.AP.10c:</a>	Engage in group reading of stories or poems by sharing something learned or something enjoyed.

[DA.1.O.3.1:](#)

Create movement phrases to express a feeling, idea, or story.

#### Related Access Points

Name	Description
<a href="#">DA.1.O.3.In.a:</a>	Imitate movement phrases to express a feeling, idea, or story.
<a href="#">DA.1.O.3.Su.a:</a>	Imitate movements.
<a href="#">DA.1.O.3.Pa.a:</a>	Respond to selected movements.

[DA.2.O.3.1:](#)

Use movement to interpret feelings, stories, pictures, and songs.

#### Related Access Points

Name	Description
<a href="#">DA.2.O.3.In.a:</a>	Demonstrate dance movement to communicate feelings or ideas.
<a href="#">DA.2.O.3.Su.a:</a>	Associate selected movements with emotions.
<a href="#">DA.2.O.3.Pa.a:</a>	Associate a selected movement with an emotion.

[DA.3.H.1.1:](#)

Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

#### Related Access Points

Name	Description
<a href="#">DA.3.H.1.In.a:</a>	Practice and perform social, cultural, or folk dances using associated traditional music.
<a href="#">DA.3.H.1.Su.a:</a>	Practice specified movement sequences in dance using associated traditional music.
<a href="#">DA.3.H.1.Pa.a:</a>	Explore movement in dance.

[DA.4.H.3.3:](#)

Describe how dance and music can each be used to interpret and support the other.

#### Related Access Points

Name	Description
<a href="#">DA.4.H.3.In.a:</a>	Use movement sequences to explore concepts from other content areas.
<a href="#">DA.4.H.3.Su.b:</a>	Imitate movements to explore concepts from other content areas.
<a href="#">DA.4.H.3.Pa.c:</a>	Attend to movements paired with content from other areas.

[DA.K.O.3.1:](#)

Use movement to express a feeling, idea, or story.

#### Related Access Points

Name	Description
<a href="#">DA.K.O.3.In.a:</a>	Associate selected movements with emotions.
<a href="#">DA.K.O.3.Su.a:</a>	Associate a selected movement with an emotion.
<a href="#">DA.K.O.3.Pa.a:</a>	Attend to selected movements.

[DA.K.S.3.3:](#)

Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

#### Related Access Points

Name	Description
<a href="#">DA.K.S.3.In.a:</a>	Refine gross and fine locomotor skills through repetition.
<a href="#">DA.K.S.3.Su.b:</a>	Refine basic gross-motor movements through repetition.
<a href="#">DA.K.S.3.Pa.a:</a>	Attend to basic gross-motor movements.

[TH.1.S.1.3:](#)

Explain personal preferences related to a performance.

#### Related Access Points

Name	Description
<a href="#">TH.1.S.1.In.c:</a>	Express an opinion about selected theatre performances.
<a href="#">TH.1.S.1.Su.c:</a>	Identify preferred simple theatre performances.
<a href="#">TH.1.S.1.Pa.c:</a>	Explore theatre performances.

[TH.2.C.1.1:](#)

Describe a character in a story and tell why the character is important to the story.

### Related Access Points

Name	Description
<a href="#">TH.2.C.1.In.a:</a>	Identify an important character in the story.
<a href="#">TH.2.C.1.Su.a:</a>	Identify a character in a story.
<a href="#">TH.2.C.1.Pa.a:</a>	Associate a character to a story.

[TH.K.S.1.3:](#) Describe personal preferences related to a performance.

### Related Access Points

Name	Description
<a href="#">TH.K.S.1.In.c:</a>	Identify preferred theatre performances and media.
<a href="#">TH.K.S.1.Su.c:</a>	Respond to simple theatre performances and media.
<a href="#">TH.K.S.1.Pa.c:</a>	Attend to theatre performances of others.

[SC.4.P.10.3:](#) Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

### Related Access Points

Name	Description
<a href="#">SC.4.P.10.In.3:</a>	Recognize that vibrations cause sound and identify sounds as high or low (pitch).
<a href="#">SC.4.P.10.Su.3:</a>	Recognize sounds as high or low (pitch).
<a href="#">SC.4.P.10.Pa.2:</a>	Recognize objects that create sounds.

[SC.K.P.10.1:](#) Observe that things that make sound vibrate.

### Related Access Points

Name	Description
<a href="#">SC.K.P.10.In.1:</a>	Identify objects that create specific sounds.
<a href="#">SC.K.P.10.Su.1:</a>	Match sounds to specific objects.
<a href="#">SC.K.P.10.Pa.1:</a>	Recognize and respond to common sounds.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[VA.3.H.1.3:](#) Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

### Related Access Points

Name	Description
<a href="#">VA.3.H.1.In.a:</a>	Identify common characteristics in works of art from selected cultures and times.
<a href="#">VA.3.H.1.Su.a:</a>	Recognize common characteristics in works of art from selected cultures and times.
<a href="#">VA.3.H.1.Pa.a:</a>	Recognize a common characteristic in selected works of art.

## Related Certifications

<a href="#">Music (Elementary and Secondary Grades K-12)</a>
<a href="#">Music Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 204 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12880>



# Access Music Grade Kindergarten (#7713020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7713020

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

**Abbreviated Title:** ACCESS MUSIC GRADE K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">MU.K.C.1.1:</a>	Respond to music from various sound sources to show awareness of steady beat. <b>Remarks/Examples:</b> e.g., steady beat, pulse
<a href="#">MU.K.C.1.2:</a>	Identify various sounds in a piece of music. <b>Remarks/Examples:</b> e.g., vocal/instrumental timbres, environmental sounds
<a href="#">MU.K.C.1.3:</a>	Identify, visually and aurally, pitched and unpitched classroom instruments. <b>Remarks/Examples:</b> e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp
<a href="#">MU.K.C.1.4:</a>	Identify singing, speaking, and whispering voices.
<a href="#">MU.K.C.2.1:</a>	Identify similarities and/or differences in a performance.
<a href="#">MU.K.C.3.1:</a>	Share opinions about selected pieces of music.
<a href="#">MU.K.F.1.1:</a>	Respond to and explore music through creative play and found sounds in the music classroom. <b>Remarks/Examples:</b> e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets
<a href="#">MU.K.F.3.1:</a>	Exhibit age-appropriate music and life skills that will add to the success in the music classroom. <b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners
	Respond to music from diverse cultures through singing and movement.

<a href="#">MU.K.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., nursery rhymes, singing games, folk dances
	Respond to and/or perform folk music of American cultural sub-groups.
<a href="#">MU.K.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., African American, Anglo-American, Latin American, Native American
	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
<a href="#">MU.K.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing
	Respond to beat, rhythm, and melodic line through imitation.
<a href="#">MU.K.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., locomotor and non-locomotor movement, body levels
	Identify similarities and differences in melodic phrases and/or rhythm patterns.
<a href="#">MU.K.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., visually, aurally
	Respond to music to demonstrate how it makes one feel.
<a href="#">MU.K.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., movement, drawings
	Improvise a response to a musical question sung or played by someone else.
<a href="#">MU.K.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., melodic, rhythmic
	Sing or play songs from memory.
<a href="#">MU.K.S.2.1:</a>	<b>Remarks/Examples:</b> e.g., rhymes, chants, poems
<a href="#">MU.K.S.3.1:</a>	Sing songs of limited range appropriate to the young child and use the head voice.
	Perform simple songs and accompaniments.
<a href="#">MU.K.S.3.2:</a>	<b>Remarks/Examples:</b> e.g., singing, using body percussion or classroom instruments
	Match pitches in a song or musical phrase in one or more keys.
<a href="#">MU.K.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., la, sol, mi
	Imitate simple rhythm patterns played by the teacher or a peer.
<a href="#">MU.K.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., quarter note, quarter rest, beamed eighth notes
	Recognize locomotor skills.
<a href="#">PE.K.C.2.1:</a>	<b>Remarks/Examples:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
	Recognize physical activities have safety rules and procedures.
<a href="#">PE.K.C.2.2:</a>	<b>Remarks/Examples:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.
<a href="#">PE.K.R.6.2:</a>	Identify a benefit of willingly trying new movements and motor skills.
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try.
<a href="#">LAFS.K.RL.1.2:</a>	With prompting and support, retell familiar stories, including key details.
<a href="#">LAFS.K.RL.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">LAFS.K.SL.1.2:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">DA.K.O.3.1:</a>	Use movement to express a feeling, idea, or story.
<a href="#">DA.K.S.3.3:</a>	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
<a href="#">HE.K.B.5.3:</a>	<b>Remarks/Examples:</b> Injury to self and/or others.
<a href="#">SC.K.P.10.1:</a>	Observe that things that make sound vibrate.
<a href="#">TH.K.S.1.3:</a>	Describe personal preferences related to a performance.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Music (Elementary and Secondary Grades K-12)</a>
<a href="#">Music Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 62 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15799>



# Access Music Grade 1 (#7713025)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7713025

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

**Abbreviated Title:** ACCESS MUSIC GRADE 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">MU.1.C.1.1:</a>	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. <b>Remarks/Examples:</b> e.g., beat, rhythm, phrasing, dynamics, tempo
<a href="#">MU.1.C.1.2:</a>	Respond to music from various sound sources to show awareness of differences in musical ideas. <b>Remarks/Examples:</b> e.g., moods, images
<a href="#">MU.1.C.1.3:</a>	Classify instruments into pitched and unpitched percussion families. <b>Remarks/Examples:</b> e.g., xylophone, glockenspiel, woodblock, tambourine
<a href="#">MU.1.C.1.4:</a>	Differentiate between music performed by one singer and music performed by a group of singers.
<a href="#">MU.1.C.2.1:</a>	Identify the similarities and differences between two performances of a familiar song. <b>Remarks/Examples:</b> e.g., tempo, lyrics/no lyrics, style
<a href="#">MU.1.C.3.1:</a>	Share different thoughts or feelings people have about selected pieces of music.
<a href="#">MU.1.F.1.1:</a>	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. <b>Remarks/Examples:</b> e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes
<a href="#">MU.1.F.2.1:</a>	Describe how he or she likes to participate in music. <b>Remarks/Examples:</b>

	e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument
	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
<a href="#">MU.1.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners
	Perform simple songs, dances, and musical games from a variety of cultures.
<a href="#">MU.1.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., nursery rhymes, singing games, play parties, folk dances
<a href="#">MU.1.H.1.2:</a>	Explain the work of a composer.
	Identify and perform folk music used to remember and honor America and its cultural heritage.
<a href="#">MU.1.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., "This Land is Your Land," "Short'nin' Bread," "America"
	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
<a href="#">MU.1.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., rhyming words, vowel sounds, characters, setting, mood
	Respond to contrasts in music as a foundation for understanding structure.
<a href="#">MU.1.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., high/low, fast/slow, long/short, phrases
	Identify patterns of a simple, four-measure song or speech piece.
<a href="#">MU.1.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., AABA, ABCA, ABAC
<a href="#">MU.1.O.3.1:</a>	Respond to changes in tempo and/or dynamics within musical examples.
	Improvise a four-beat response to a musical question sung or played by someone else.
<a href="#">MU.1.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., melodic, rhythmic
<a href="#">MU.1.S.1.2:</a>	Create short melodic and rhythmic patterns based on teacher-established guidelines.
<a href="#">MU.1.S.2.1:</a>	Sing or play songs, which may include changes in verses or repeats, from memory.
	Sing simple songs in a group, using head voice and maintaining pitch.
<a href="#">MU.1.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., folk songs, finger-plays, call-and-response, echo songs
<a href="#">MU.1.S.3.2:</a>	Play three- to five-note melodies and/or accompaniments on classroom instruments.
	Sing simple la-sol-mi patterns at sight.
<a href="#">MU.1.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., reading from hand signs or iconic representations
	Match simple aural rhythm patterns in duple meter with written patterns.
<a href="#">MU.1.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., quarter note/rest, beamed eighth notes
	Show visual representation of simple melodic patterns performed by the teacher or a peer.
<a href="#">MU.1.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., draw, body/hand signs, manipulatives, la-sol-mi
<a href="#">LAFS.1.RL.2.4:</a>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<a href="#">LAFS.1.SL.1.2:</a>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Identify the critical elements of locomotor skills.
<a href="#">PE.1.C.2.1:</a>	<b>Remarks/Examples:</b> Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
	Identify safety rules and procedures for teacher-selected physical activities.
<a href="#">PE.1.C.2.2:</a>	<b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
<a href="#">DA.1.O.3.1:</a>	Create movement phrases to express a feeling, idea, or story.
	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
<a href="#">DA.1.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., verbalized rhythm transferred to the feet
	Explain the consequences of not following rules/practices when making healthy and safe decisions.
<a href="#">HE.1.B.5.3:</a>	<b>Remarks/Examples:</b> Tooth decay and environmental damage.
<a href="#">TH.1.S.1.3:</a>	Explain personal preferences related to a performance.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Music Education \(Elementary Grades 1-6\)](#)

[Music \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

There are more than 29 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15800>



# Access Music Grade 2 (#7713030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7713030

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

**Abbreviated Title:** ACCESS MUSIC GRADE 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">MU.2.C.1.1:</a>	Identify appropriate listening skills for learning about musical examples selected by the teacher. <b>Remarks/Examples:</b> e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists
<a href="#">MU.2.C.1.2:</a>	Respond to a piece of music and discuss individual interpretations. <b>Remarks/Examples:</b> e.g., move, write, draw, describe, gesture
<a href="#">MU.2.C.1.3:</a>	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
<a href="#">MU.2.C.1.4:</a>	Identify child, adult male, and adult female voices by timbre.
<a href="#">MU.2.C.2.1:</a>	Identify strengths and needs in classroom performances of familiar songs.
<a href="#">MU.2.C.3.1:</a>	Discuss why musical characteristics are important when forming and discussing opinions about music. <b>Remarks/Examples:</b> e.g., tempo, rhythm, dynamics, instrumentation
<a href="#">MU.2.F.1.1:</a>	Create a musical performance that brings a story or poem to life. <b>Remarks/Examples:</b> e.g., sound carpets, original stories and poems, literary works
<a href="#">MU.2.F.2.1:</a>	Describe how people participate in music. <b>Remarks/Examples:</b> e.g., singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials

	Collaborate with others in a music presentation and discuss what was successful and what could be improved.
<a href="#">MU.2.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups
	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
<a href="#">MU.2.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., multi-cultural and classroom pitched or non-pitched instruments: bordun, ostinato
<a href="#">MU.2.H.1.2:</a>	Identify the primary differences between composed and folk music. Discuss how music is used for celebrations in American and other cultures.
<a href="#">MU.2.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., birthdays, New Year, national and religious holidays
<a href="#">MU.2.H.3.1:</a>	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts. Identify basic elements of music in a song or instrumental excerpt.
<a href="#">MU.2.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., melody, rhythm, pitch, form
	Identify the form of a simple piece of music.
<a href="#">MU.2.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., AB, ABA, call-and-response
<a href="#">MU.2.O.3.1:</a>	Describe changes in tempo and dynamics within a musical work.
<a href="#">MU.2.S.1.1:</a>	Improvise short phrases in response to a given musical question.
<a href="#">MU.2.S.1.2:</a>	Create simple ostinati to accompany songs or poems.
<a href="#">MU.2.S.2.1:</a>	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
<a href="#">MU.2.S.3.1:</a>	Sing songs in an appropriate range, using head voice and maintaining pitch.
<a href="#">MU.2.S.3.2:</a>	Play simple melodies and/or accompaniments on classroom instruments. Sing simple la-sol-mi-do patterns at sight.
<a href="#">MU.2.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., reading from hand signs and/or iconic or traditional representations
	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
<a href="#">MU.2.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes
	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
<a href="#">MU.2.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., draw, body/hand signs, manipulatives, la-sol-mi
	Identify safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.2.2:</a>	<b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
	Perform one folk or line dance accurately.
<a href="#">PE.2.M.1.9:</a>	<b>Remarks/Examples:</b> An example of a line dance is the Electric Slide.
<a href="#">PE.2.R.6.2:</a>	Discuss the relationship between skill competence and enjoyment.
<a href="#">PE.2.R.6.3:</a>	Identify ways to contribute as a member of a cooperative group.
<a href="#">LAFS.2.RI.1.1:</a>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<a href="#">LAFS.2.SL.1.2:</a>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<a href="#">LAFS.2.SL.1.3:</a>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Compare the consequences of not following rules/practices when making healthy and safe decisions.
<a href="#">HE.2.B.5.3:</a>	<b>Remarks/Examples:</b> Negative emotions, accidents, injuries, and pollution.
<a href="#">TH.2.C.1.1:</a>	Describe a character in a story and tell why the character is important to the story.
<a href="#">DA.2.O.3.1:</a>	Use movement to interpret feelings, stories, pictures, and songs.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Music Education (Elementary Grades 1-6)</a>
<a href="#">Music (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 54 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15801>



# Access Music Grade 3 (#7713035)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7713035

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

**Abbreviated Title:** ACCESS MUSIC GRADE 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">MU.3.C.1.1:</a>	Describe listening skills and how they support appreciation of musical works. <b>Remarks/Examples:</b> e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<a href="#">MU.3.C.1.2:</a>	Respond to a musical work in a variety of ways and compare individual interpretations. <b>Remarks/Examples:</b> e.g., move, draw, sing, play, gesture, conduct
<a href="#">MU.3.C.1.3:</a>	Identify families of orchestral and band instruments. <b>Remarks/Examples:</b> e.g., strings, woodwinds, brass, percussion, keyboards
<a href="#">MU.3.C.1.4:</a>	Discriminate between unison and two-part singing.
<a href="#">MU.3.C.2.1:</a>	Evaluate performances of familiar music using teacher-established criteria.
<a href="#">MU.3.C.3.1:</a>	Identify musical characteristics and elements within a piece of music when discussing the value of the work. <b>Remarks/Examples:</b> e.g., tempo, rhythm, timbre, form, instrumentation, texture
<a href="#">MU.3.F.1.1:</a>	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. <b>Remarks/Examples:</b> e.g., sound carpets, original stories and poems, literary works
<a href="#">MU.3.F.2.1:</a>	Identify musicians in the school, community, and media. <b>Remarks/Examples:</b>

	e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
	Describe opportunities for personal music-making.
<a href="#">MU.3.F.2.2:</a>	<b>Remarks/Examples:</b> e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music
	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
<a href="#">MU.3.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups
	Compare indigenous instruments of specified cultures.
<a href="#">MU.3.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., congas, dundun drums, maracas, dulcimer, darabukah
<a href="#">MU.3.H.1.2:</a>	Identify significant information about specified composers and one or more of their musical works.
<a href="#">MU.3.H.1.3:</a>	Identify timbre(s) in music from a variety of cultures. <b>Remarks/Examples:</b> e.g., metals, woods, shakers, strings, voice: adult, child
	Discuss how music in America was influenced by people and events in its history.
<a href="#">MU.3.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., slavery, expansion of railroad, jazz, war, politics
	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
<a href="#">MU.3.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., in dance, visual art, language arts, pulse, rhythm, fluency
	Identify, using correct music vocabulary, the elements in a musical work.
<a href="#">MU.3.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rhythm, pitch, timbre, form
	Identify and describe the musical form of a familiar song.
<a href="#">MU.3.O.1.2:</a>	<b>Remarks/Examples:</b> e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<a href="#">MU.3.O.2.1:</a>	Rearrange melodic or rhythmic patterns to generate new phrases.
<a href="#">MU.3.O.3.1:</a>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<a href="#">MU.3.S.1.1:</a>	Improvise rhythms or melodies over ostinati.
	Create an alternate ending to a familiar song.
<a href="#">MU.3.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics
	Identify patterns in songs to aid the development of sequencing and memorization skills.
<a href="#">MU.3.S.2.1:</a>	<b>Remarks/Examples:</b> e.g., parts of a round, parts of a layered work
<a href="#">MU.3.S.3.1:</a>	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
<a href="#">MU.3.S.3.2:</a>	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
	Sing simple la-sol-mi-re-do patterns at sight.
<a href="#">MU.3.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., reading from hand signs; reading from nontraditional or traditional notation
	Match simple aural rhythm patterns in duple and triple meter with written patterns.
<a href="#">MU.3.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., 2/4, 3/4, 4/4
	Notate simple rhythmic and melodic patterns using traditional notation.
<a href="#">MU.3.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, quarter rests, half rests; melodic: la-sol-mi-do
<a href="#">LAFS.3.RI.1.1:</a>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.SL.1.2:</a>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.3.SL.1.3:</a>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	Understand the importance of safety rules and procedures in all physical activities.
<a href="#">PE.3.C.2.2:</a>	<b>Remarks/Examples:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.
	Perform one dance accurately.
<a href="#">PE.3.M.1.10:</a>	<b>Remarks/Examples:</b> Some examples of dances are square, contra, step and social.
<a href="#">DA.3.H.1.1:</a>	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
<a href="#">VA.3.H.1.3:</a>	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Music Education (Elementary Grades 1-6)</a>
<a href="#">Music (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 51 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15802>



# Access Music Grade 4 (#7713040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7713040</p> <p><b>Course Status:</b> Course Approved</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS MUSIC GRADE 4</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

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

## Course Standards

Name	Description
<a href="#">MU.4.C.1.1:</a>	Develop effective listening strategies and describe how they can support appreciation of musical works. <b>Remarks/Examples:</b> e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
<a href="#">MU.4.C.1.2:</a>	Describe, using correct music vocabulary, what is heard in a specific musical work. <b>Remarks/Examples:</b> e.g., movement of melodic line, tempo, repeated and contrasting patterns
<a href="#">MU.4.C.1.3:</a>	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
<a href="#">MU.4.C.1.4:</a>	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
<a href="#">MU.4.C.2.1:</a>	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. <b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre, posture, breath support
<a href="#">MU.4.C.2.2:</a>	Critique specific techniques in one's own and others performances using teacher-established criteria.
<a href="#">MU.4.C.3.1:</a>	Describe characteristics that make various musical works appealing. <b>Remarks/Examples:</b> e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<a href="#">MU.4.F.1.1:</a>	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. <b>Remarks/Examples:</b> e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry

	Describe roles and careers of selected musicians.
<a href="#">MU.4.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
<a href="#">MU.4.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
	Discuss the safe, legal way to download songs and other media.
<a href="#">MU.4.F.3.2:</a>	<b>Remarks/Examples:</b> e.g., sharing personal and financial information, copying and sharing music
<a href="#">MU.4.H.1.1:</a>	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
<a href="#">MU.4.H.1.2:</a>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<a href="#">MU.4.H.1.3:</a>	Identify pieces of music that originated from cultures other than one's own.
	Perform, listen to, and discuss music related to Florida's history.
<a href="#">MU.4.H.2.1:</a>	<b>Remarks/Examples:</b> e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize
	Identify ways in which individuals of varying ages and cultures experience music.
<a href="#">MU.4.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., live concert, musical theatre, Internet, recordings
	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
<a href="#">MU.4.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
<a href="#">MU.4.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
<a href="#">MU.4.O.2.1:</a>	Create variations for selected melodies.
	Identify how expressive elements and lyrics affect the mood or emotion of a song.
<a href="#">MU.4.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, dynamics, phrasing, articulation
<a href="#">MU.4.O.3.2:</a>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
	Improvise phrases, using familiar songs.
<a href="#">MU.4.S.1.1:</a>	<b>Remarks/Examples:</b> e.g., altering text, rhythm, pitch, melody
	Create melodic patterns using a variety of sound sources.
<a href="#">MU.4.S.1.2:</a>	<b>Remarks/Examples:</b> e.g., voice, instrument
	Arrange a familiar song for voices or instruments by manipulating form.
<a href="#">MU.4.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., introduction, interlude/bridge, coda, ABA, rondo
<a href="#">MU.4.S.2.1:</a>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<a href="#">MU.4.S.3.1:</a>	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
<a href="#">MU.4.S.3.2:</a>	Play rounds, canons, or layered ostinati on classroom instruments.
	Perform extended pentatonic melodies at sight.
<a href="#">MU.4.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., high do, low sol, low la; vocal and/or instrumental
<a href="#">MU.4.S.3.4:</a>	Play simple ostinati, by ear, using classroom instruments.
	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
<a href="#">MU.4.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; melodic: la-sol-mi-re-do
<a href="#">LAFS.4.RL.1.3:</a>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<a href="#">LAFS.4.SL.1.2:</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.4.SL.1.3:</a>	Identify the reasons and evidence a speaker provides to support particular points.
	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.
<a href="#">PE.4.C.2.2:</a>	<b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
	Perform two or more dances accurately.
<a href="#">PE.4.M.1.10:</a>	<b>Remarks/Examples:</b> Some examples of dances are line, square, contra, folk, step and social.
<a href="#">DA.4.H.3.3:</a>	Describe how dance and music can each be used to interpret and support the other.
<a href="#">SC.4.P.10.3:</a>	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

## Related Certifications

[Music \(Elementary and Secondary Grades K-12\)](#)

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Music Education \(Elementary Grades 1-6\)](#)

There are more than 54 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15803>



# Access Music Grade 5 (#7713045)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7713045	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS MUSIC GRADE 5 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Status:</b> Course Approved	

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">MU.5.C.1.1:</a>	Discuss and apply listening strategies to support appreciation of musical works. <b>Remarks/Examples:</b> e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre: organize: listening maps, active listening, checklists
<a href="#">MU.5.C.1.2:</a>	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. <b>Remarks/Examples:</b> e.g., title, historical notes, quality recordings, instrumentation, expressive elements
<a href="#">MU.5.C.1.3:</a>	Identify, aurally, selected instruments of the band and orchestra. <b>Remarks/Examples:</b> e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord
<a href="#">MU.5.C.1.4:</a>	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
<a href="#">MU.5.C.2.1:</a>	Define criteria, using correct music vocabulary, to critique one's own and others performance. <b>Remarks/Examples:</b> e.g., intonation, balance, blend, timbre
<a href="#">MU.5.C.2.2:</a>	Describe changes, using correct music vocabulary, in one's own and/or others performance over time.
<a href="#">MU.5.C.3.1:</a>	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
<a href="#">MU.5.F.1.1:</a>	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.5.F.2.1:</a>	Describe jobs associated with various types of concert venues and performing arts centers. <b>Remarks/Examples:</b>

	e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant
<a href="#">MU.5.F.2.2:</a>	Explain why live performances are important to the career of the artist and the success of performance venues.
	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
<a href="#">MU.5.F.3.1:</a>	<b>Remarks/Examples:</b> e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented
	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
<a href="#">MU.5.F.3.2:</a>	<b>Remarks/Examples:</b> e.g., downloading music and other digital media, sharing personal and financial information, copying music
	Identify the purposes for which music is used within various cultures.
<a href="#">MU.5.H.1.1:</a>	<b>Remarks/Examples:</b> e.g., communication, celebration, ceremony
<a href="#">MU.5.H.1.2:</a>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
	Compare stylistic and musical features in works originating from different cultures.
<a href="#">MU.5.H.1.3:</a>	<b>Remarks/Examples:</b> e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns
<a href="#">MU.5.H.2.1:</a>	Examine the contributions of musicians and composers for a specific historical period.
<a href="#">MU.5.H.2.2:</a>	Describe how technology has changed the way audiences experience music.
	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
<a href="#">MU.5.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., reading, writing, observing, listening, evaluating, embellishing, revising
	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
<a href="#">MU.5.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz
<a href="#">MU.5.O.2.1:</a>	Create a new melody from two or more melodic motifs.
	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
<a href="#">MU.5.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo, dynamics, timbre, texture, phrasing, articulation
<a href="#">MU.5.O.3.2:</a>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<a href="#">MU.5.S.1.1:</a>	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
<a href="#">MU.5.S.1.2:</a>	Compose short vocal or instrumental pieces using a variety of sound sources.
	Arrange a familiar song by manipulating specified aspects of music.
<a href="#">MU.5.S.1.3:</a>	<b>Remarks/Examples:</b> e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
<a href="#">MU.5.S.1.4:</a>	Sing or play simple melodic patterns by ear with support from the teacher.
<a href="#">MU.5.S.2.1:</a>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<a href="#">MU.5.S.2.2:</a>	Apply performance techniques to familiar music.
<a href="#">MU.5.S.3.1:</a>	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
<a href="#">MU.5.S.3.2:</a>	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
	Perform simple diatonic melodies at sight.
<a href="#">MU.5.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., vocal and/or instrumental
<a href="#">MU.5.S.3.4:</a>	Play melodies and accompaniments, by ear, using classroom instruments.
	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
<a href="#">MU.5.S.3.5:</a>	<b>Remarks/Examples:</b> e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation
<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">TH.5.H.1.2:</a>	Participate in a performance to explore and celebrate a variety of human experiences.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Music Education (Elementary Grades 1-6)</a>
<a href="#">Music (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 8 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15804>



# Physical Education: K-5 (#7715010)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

The course was/will be terminated at the end of School Year 2018 - 2019

Course Number: 7715010

Course Path: Section: Exceptional Student Education > Grade Group: Elementary > Subject: Academics - Subject Areas > Abbreviated Title: PE: K-5 Course Length: Year (Y) Course Attributes:
• Class Size Core Required

Course Status: Terminated

## VERSION DESCRIPTION

PE K - 5 is an access course which is intended only for students with significant cognitive disabilities. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (participatory, supported, and independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

The purpose of this course is to enable students with disabilities to actively participate in a physical education program. Quality physical education programs increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime. In addition, physical education programs can improve self-esteem, self-confidence and interpersonal skills. They also improve problem solving skills, increase creativity, enhance social and cognitive development and academic achievement.

## GENERAL NOTES

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Table with 2 columns: Name, Description. Rows include PE.1.C.1.1 (Archived Standard) with related access points (PE.1.C.1.In.a, PE.1.C.1.Su.a, PE.1.C.1.Pa.a), PE.1.C.1.2 (Archived Standard) with related access points (PE.1.C.1.In.b, PE.1.C.1.Su.b, PE.1.C.1.Pa.b), and PE.1.C.1.3 (Archived Standard).

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.c:</a>	Recognize that technology can be used to enhance physical activity.
<a href="#">PE.1.C.1.Su.c:</a>	Recognize a technology that can be used to enhance physical activity.
<a href="#">PE.1.C.1.Pa.c:</a>	Recognize a technology used during physical activity.

[PE.1.C.1.4 \(Archived Standard\):](#)

Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.d:</a>	Recognize the rules for safe water activities and the importance of a lifeguard.
<a href="#">PE.1.C.1.Su.d:</a>	Recognize a rule for safe water activities.
<a href="#">PE.1.C.1.Pa.d:</a>	Associate bodies of water with danger and the need for supervision.

[PE.1.C.1.5 \(Archived Standard\):](#)

Name examples of warm-up and cool-down exercises.

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.e:</a>	Recognize examples of warm-up and cool-down exercises.
<a href="#">PE.1.C.1.Su.e:</a>	Recognize examples of warm-up or cool-down exercises.
<a href="#">PE.1.C.1.Pa.e:</a>	Recognize an example of a warm-up or cool-down exercise.

[PE.1.C.1.6 \(Archived Standard\):](#)

Recognize the importance of practicing to improve performance.

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.g:</a>	Identify the meaning of practice.
<a href="#">PE.1.C.1.Su.g:</a>	Recognize the meaning of practice.
<a href="#">PE.1.C.1.Pa.g:</a>	Associate practice with repeated movement.

[PE.1.C.1.7 \(Archived Standard\):](#)

Use skill cues to improve performance.

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.h:</a>	Identify skill cues that are used to improve performances.
<a href="#">PE.1.C.1.Su.h:</a>	Recognize skill cues that are used to improve performances.
<a href="#">PE.1.C.1.Pa.h:</a>	Recognize a skill cue that is used to improve performance.

[PE.1.C.1.8 \(Archived Standard\):](#)

Identify one's own dominant hand/foot for use with dribbling/striking skills.

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.f:</a>	Recognize own dominant hand and foot.
<a href="#">PE.1.C.1.Su.f:</a>	Recognize own dominant hand or foot.
<a href="#">PE.1.C.1.Pa.f:</a>	Associate own hand or foot with throwing or striking.

Identify movement concepts.

[PE.1.C.1.9 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of movement concepts would be directions, pathways, and levels.

**Related Access Points**

Name	Description
<a href="#">PE.1.C.1.In.i:</a>	Recognize movement concepts, such as directions, pathways, and levels.
<a href="#">PE.1.C.1.Su.i:</a>	Recognize directional movements, such as up, down, over, and under.
<a href="#">PE.1.C.1.Pa.i:</a>	Associate direction with movement, such as up, down, over, or under.

[PE.1.L.1.1 \(Archived Standard\):](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**Related Access Points**

Name	Description
<a href="#">PE.1.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.1.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.

[PE.1.L.1.Pa.a:](#) Participate in modified physical activity on a daily basis.

[PE.1.L.1.2 \(Archived Standard\):](#)

Demonstrate involvement in physical activities both during and after the school day.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.1.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.1.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.1.L.1.3 \(Archived Standard\):](#)

Set physical activity goals.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.1.In.c:</a>	Select physical activity goals.
<a href="#">PE.1.L.1.Su.c:</a>	Select a physical activity goal.
<a href="#">PE.1.L.1.Pa.c:</a>	Select a physical activity for a goal.

[PE.1.L.1.4 \(Archived Standard\):](#)

Recognize that there are opportunities for physical activity outside of school.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.1.In.d:</a>	Recognize selected opportunities for involvement in physical activities after the school day.
<a href="#">PE.1.L.1.Su.d:</a>	Recognize an opportunity for involvement in physical activities after the school day.
<a href="#">PE.1.L.1.Pa.d:</a>	Associate involvement in physical activities with experiences after the school day.

[PE.1.L.1.5 \(Archived Standard\):](#)

Identify the health benefits of physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.1.In.e:</a>	Recognize selected health benefits of physical activity.
<a href="#">PE.1.L.1.Su.e:</a>	Recognize a health benefit of physical activity.
<a href="#">PE.1.L.1.Pa.e:</a>	Associate physical activity with health.

[PE.1.L.1.6 \(Archived Standard\):](#)

Identify edges, pedestrians, vehicles, and traffic.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.1.In.f:</a>	Recognize edges, pedestrians, vehicles, and traffic.
<a href="#">PE.1.L.1.Su.f:</a>	Recognize edges, vehicles, and traffic.
<a href="#">PE.1.L.1.Pa.f:</a>	Recognize the edge of the road.

[PE.1.L.2.1 \(Archived Standard\):](#)

Describe the benefit of strengthening muscles.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.a:</a>	Identify the benefit of strengthening muscles.
<a href="#">PE.1.L.2.Su.a:</a>	Recognize the benefit of strengthening muscles.
<a href="#">PE.1.L.2.Pa.a:</a>	Associate fitness with strength.

[PE.1.L.2.2 \(Archived Standard\):](#)

Recognize that health-related physical fitness consists of different components.

#### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.b:</a>	Recognize characteristics of health-related fitness.
<a href="#">PE.1.L.2.Su.b:</a>	Recognize a characteristic of health-related fitness.
<a href="#">PE.1.L.2.Pa.b:</a>	Associate health with physical activity.

[PE.1.L.2.3 \(Archived Standard\):](#)

Identify the physiological signs of physical activity.

**Remarks/Examples:**  
Some examples of the physiological signs of physical activity would be an increased heart rate and faster breathing.

### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.c:</a>	Recognize the physiological signs of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.1.L.2.Su.c:</a>	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.1.L.2.Pa.c:</a>	Associate physical activity with increased heart rate or breathing.

[PE.1.L.2.4 \(Archived Standard\):](#)

Compare and contrast changes in heart rate before, during, and after physical activity.

### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.d:</a>	Identify changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Su.d:</a>	Recognize changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Pa.d:</a>	Associate increased heart rate or breathing with physical activity.

[PE.1.L.2.5 \(Archived Standard\):](#)

Recognize his or her heart beats faster during more intense physical activity.

### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.e:</a>	Identify changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Su.e:</a>	Recognize changes in heart rate after physical activity.
<a href="#">PE.1.L.2.Pa.e:</a>	Associate increased heart rate or breathing with physical activity.

[PE.1.L.2.6 \(Archived Standard\):](#)

Explain the cardiorespiratory benefit of regular participation in physical activity.

### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.f:</a>	Identify the cardiorespiratory benefit of regular participation in physical activity.
<a href="#">PE.1.L.2.Su.f:</a>	Recognize the cardiorespiratory benefit of regular participation in physical activity.
<a href="#">PE.1.L.2.Pa.f:</a>	Associate participation in physical activity with health benefits.

[PE.1.L.2.7 \(Archived Standard\):](#)

Properly flex and extend body parts to promote flexibility.

### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.g:</a>	Demonstrate a safe way to flex and extend a muscle.
<a href="#">PE.1.L.2.Su.g:</a>	Imitate a model to flex and extend a muscle.
<a href="#">PE.1.L.2.Pa.g:</a>	Perform a guided flex and extension of a muscle.

[PE.1.L.2.8 \(Archived Standard\):](#)

Name the food groups.

### Related Access Points

Name	Description
<a href="#">PE.1.L.2.In.h:</a>	Identify more than one food group.
<a href="#">PE.1.L.2.Su.h:</a>	Recognize more than one food group.
<a href="#">PE.1.L.2.Pa.h:</a>	Recognize more than one kind of food.

[PE.1.M.1.1 \(Archived Standard\):](#)

Travel using various locomotor skills while changing directions, pathways, and speeds.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.a:</a>	Perform locomotor skills to travel in personal and general space.
<a href="#">PE.1.M.1.Su.a:</a>	Perform locomotor skills to travel in general space.
<a href="#">PE.1.M.1.Pa.a:</a>	Perform guided locomotor skills.

[PE.1.M.1.2 \(Archived Standard\):](#)

Strike an object upward using body parts.

### Related Access Points

Name	Description
<a href="#">PE.1.M.1.In.b:</a>	Strike a modified object upward using a body part.
<a href="#">PE.1.M.1.Su.b:</a>	Swing upward and make contact with a modified object using a body part.
<a href="#">PE.1.M.1.Pa.b:</a>	Swing upward at a modified object with a body part.

[PE.1.M.1.3 \(Archived Standard\):](#)

Strike a lightweight object upward continuously using a paddle.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.c:</a>	Strike a lightweight object upward more than one time using a paddle.
<a href="#">PE.1.M.1.Su.c:</a>	Strike a lightweight object upward using a modified paddle.
<a href="#">PE.1.M.1.Pa.c:</a>	Swing upward to make contact with a stationary object using a modified paddle.

Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction.

[PE.1.M.1.4 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.d:</a>	Strike a modified stationary object using a modified long-handled implement so that the object travels a short distance.
<a href="#">PE.1.M.1.Su.d:</a>	Strike a modified stationary object using a modified long-handled implement.
<a href="#">PE.1.M.1.Pa.d:</a>	Swing at a stationary modified object using a modified long-handled implement.

[PE.1.M.1.5 \(Archived Standard\):](#)

Dribble an object with hands or feet while demonstrating control in general space.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.e:</a>	Dribble an object with hands or feet in general space.
<a href="#">PE.1.M.1.Su.e:</a>	Throw or kick an object.
<a href="#">PE.1.M.1.Pa.e:</a>	Push a ball with hands or feet.

Demonstrate a variety of basic water skills.

[PE.1.M.1.6 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of basic water skills would be prone float and recover, back float with assistance, and move forward and backward with assistance.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.f:</a>	Use a variety of basic water skills, such as prone float and recover, back float with assistance, and move forward and backward with assistance.
<a href="#">PE.1.M.1.Su.f:</a>	Use a variety of modified basic water skills.
<a href="#">PE.1.M.1.Pa.f:</a>	Perform a variety of guided modified basic water skills.

[PE.1.M.1.7 \(Archived Standard\):](#)

Move in different directions to catch a variety of self-tossed objects.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.g:</a>	Move in more than one direction to catch self-tossed modified objects.
<a href="#">PE.1.M.1.Su.g:</a>	Move in a direction to trap modified objects with both hands.
<a href="#">PE.1.M.1.Pa.g:</a>	Trap a rolled modified object with both hands.

[PE.1.M.1.8 \(Archived Standard\):](#)

Demonstrate an underhand throwing motion for accuracy using correct technique.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.h:</a>	Use an underhand throwing motion for accuracy.
<a href="#">PE.1.M.1.Su.h:</a>	Perform an underhand throwing motion using modified objects.
<a href="#">PE.1.M.1.Pa.h:</a>	Perform a guided tossing motion.

[PE.1.M.1.9 \(Archived Standard\):](#)

Demonstrate an overhand throwing motion for distance using correct technique.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.i:</a>	Use an overhand throwing motion for distance.
<a href="#">PE.1.M.1.Su.i:</a>	Perform an overhand throwing motion using modified objects.
<a href="#">PE.1.M.1.Pa.i:</a>	Perform a guided tossing motion.

[PE.1.M.1.10 \(Archived Standard\):](#)

Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.j:</a>	Perform a self-designed creative movement/dance sequence with a clear beginning shape and use of one movement concept.
<a href="#">PE.1.M.1.Su.j:</a>	Perform a self-designed creative movement/dance sequence with use of one movement concept.
<a href="#">PE.1.M.1.Pa.j:</a>	Perform a guided movement/dance sequence.

[PE.1.M.1.11 \(Archived Standard\):](#)

Demonstrate a sequence of a balance, a roll, and a different balance.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.k:</a>	Demonstrate a sequence of a balance and a roll.
<a href="#">PE.1.M.1.Su.k:</a>	Perform a balance and a roll consecutively.
<a href="#">PE.1.M.1.Pa.k:</a>	Perform a guided balance and a roll.

[PE.1.M.1.12 \(Archived Standard\):](#)

Demonstrate the ability to take weight onto hands.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.l:</a>	Perform a transfer of body weight to the hands.
<a href="#">PE.1.M.1.Su.l:</a>	Imitate a transfer of body weight to the hands.
<a href="#">PE.1.M.1.Pa.l:</a>	Use hands to push against resistance.

[PE.1.M.1.13 \(Archived Standard\):](#)

Chase, flee, and dodge to avoid or catch others.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.m:</a>	Move to avoid or catch others.
<a href="#">PE.1.M.1.Su.m:</a>	Move to avoid others.
<a href="#">PE.1.M.1.Pa.m:</a>	Initiate movements to avoid others.

[PE.1.M.1.14 \(Archived Standard\):](#)

Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

**Remarks/Examples:**  
Some examples of equipment would be hoops, stationary ropes, and boxes.

**Related Access Points**

Name	Description
<a href="#">PE.1.M.1.In.n:</a>	Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes, and boxes.
<a href="#">PE.1.M.1.Su.n:</a>	Leap and land safely using at least one piece of equipment.
<a href="#">PE.1.M.1.Pa.n:</a>	Step and land safely over or on a piece of equipment.

[PE.1.R.1.1 \(Archived Standard\):](#)

Choose playmates without regard to personal differences.

**Remarks/Examples:**  
Some examples of personal differences would be race, gender, and disability.

**Related Access Points**

Name	Description
<a href="#">PE.1.R.1.In.a:</a>	Choose a variety of playmates.
<a href="#">PE.1.R.1.Su.a:</a>	Identify a variety of playmates.
<a href="#">PE.1.R.1.Pa.a:</a>	Play when others are present.

[PE.1.R.1.2 \(Archived Standard\):](#)

Appreciate the benefits that accompany cooperation and sharing.

**Related Access Points**

Name	Description
<a href="#">PE.1.R.1.In.b:</a>	Identify benefits that accompany cooperation or sharing.
<a href="#">PE.1.R.1.Su.b:</a>	Recognize benefits that accompany cooperation or sharing.
<a href="#">PE.1.R.1.Pa.b:</a>	Associate sharing with positive feelings.

[PE.1.R.1.3 \(Archived Standard\):](#)

Follow directions during a large group activity.

**Related Access Points**

Name	Description
<a href="#">PE.1.R.1.In.c:</a>	Follow directions during a group activity.
<a href="#">PE.1.R.1.Su.c:</a>	Follow directions during an activity.
<a href="#">PE.1.R.1.Pa.c:</a>	Follow directions during a guided activity.

[PE.1.R.1.4 \(Archived Standard\):](#)

Use equipment and space safely and properly.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.d:</a>	Use equipment and space safely and properly in selected physical activities.
<a href="#">PE.1.R.1.Su.d:</a>	Use equipment and space safely and properly in a physical activity.
<a href="#">PE.1.R.1.Pa.d:</a>	Use equipment and space safely and properly in a guided physical activity.

[PE.1.R.1.5 \(Archived Standard\):](#)

Display consideration of others while participating on the playground.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.1.In.e:</a>	Display consideration of others on the playground.
<a href="#">PE.1.R.1.Su.e:</a>	Exhibit respect for others on the playground.
<a href="#">PE.1.R.1.Pa.e:</a>	Exhibit respect for others in selected activities on the playground.

[PE.1.R.2.1 \(Archived Standard\):](#)

Identify feelings resulting from participation in physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.2.In.a:</a>	Recognize feelings resulting from participation in physical activity.
<a href="#">PE.1.R.2.Su.a:</a>	Recognize a feeling resulting from participation in physical activity.
<a href="#">PE.1.R.2.Pa.a:</a>	Associate a feeling with participation in physical activity.

[PE.1.R.2.2 \(Archived Standard\):](#)

Identify physical activity preferences.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.2.In.b:</a>	Recognize favorite physical activities.
<a href="#">PE.1.R.2.Su.b:</a>	Recognize a favorite physical activity.
<a href="#">PE.1.R.2.Pa.b:</a>	Associate a physical activity with own preference.

[PE.1.R.2.3 \(Archived Standard\):](#)

Like the challenge of learning new movement skills.

#### Related Access Points

Name	Description
<a href="#">PE.1.R.2.In.c:</a>	Enjoy learning new movement skills.
<a href="#">PE.1.R.2.Su.c:</a>	Express a willingness to try new movement skills.
<a href="#">PE.1.R.2.Pa.c:</a>	Try new guided movement skills.

[PE.2.C.1.1 \(Archived Standard\):](#)

Describe the critical elements of locomotor skills.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.a:</a>	Identify characteristics of locomotor skills.
<a href="#">PE.2.C.1.Su.a:</a>	Recognize characteristics of locomotor skills.
<a href="#">PE.2.C.1.Pa.a:</a>	Recognize more than one locomotor skill.

[PE.2.C.1.2 \(Archived Standard\):](#)

Understand safety rules and procedures for selected physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.b:</a>	Identify safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.1.Su.b:</a>	Recognize safety rules and procedures for selected physical activities.
<a href="#">PE.2.C.1.Pa.b:</a>	Recognize a safety rule and procedure for selected physical activities.

[PE.2.C.1.3 \(Archived Standard\):](#)

Utilize technology to enhance experiences in physical education.

### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.c:</a>	Identify technologies that can be used to enhance experiences in physical education.
<a href="#">PE.2.C.1.Su.c:</a>	Recognize technologies that can be used to enhance experiences in physical education.
<a href="#">PE.2.C.1.Pa.c:</a>	Recognize a technology that can be used to enhance physical activity.

[PE.2.C.1.4 \(Archived Standard\):](#)

Understand the importance of wearing a life jacket (personal flotation device) when on a boat or near water.

### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.d:</a>	Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
<a href="#">PE.2.C.1.Su.d:</a>	Recognize the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
<a href="#">PE.2.C.1.Pa.d:</a>	Associate a life jacket (personal flotation device) with a body of water.

[PE.2.C.1.5 \(Archived Standard\):](#)

Understand that warm-up and cool-down activities are important.

### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.e:</a>	Identify that warm-up and cool-down activities are important.
<a href="#">PE.2.C.1.Su.e:</a>	Recognize that warm-up and cool-down activities are important.
<a href="#">PE.2.C.1.Pa.e:</a>	Recognize a warm-up and a cool-down exercise.

[PE.2.C.1.6 \(Archived Standard\):](#)

Define offense and defense.

### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.f:</a>	Identify the difference between offense and defense.
<a href="#">PE.2.C.1.Su.f:</a>	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.
<a href="#">PE.2.C.1.Pa.f:</a>	Recognize taking possession of an object (defense).

[PE.2.C.1.7 \(Archived Standard\):](#)

Understand that appropriate practice improves performance of movement skills.

### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.g:</a>	Identify that practice improves performance of movement skills.
<a href="#">PE.2.C.1.Su.g:</a>	Recognize that practice improves performance of movement skills.
<a href="#">PE.2.C.1.Pa.g:</a>	Associate practice with improved performance.

[PE.2.C.1.8 \(Archived Standard\):](#)

Apply teacher feedback to effect change in performance.

### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.h:</a>	Identify and use teacher feedback to improve performance.
<a href="#">PE.2.C.1.Su.h:</a>	Recognize and use teacher feedback to improve performance.
<a href="#">PE.2.C.1.Pa.h:</a>	Respond to teacher feedback to improve performance.

[PE.2.C.1.9 \(Archived Standard\):](#)

Describe movement concepts.

<b>Remarks/Examples:</b> Some examples of movement concepts would be directions, pathways, and levels.
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### Related Access Points

Name	Description
<a href="#">PE.2.C.1.In.i:</a>	Identify movement concepts, such as directions, pathways, and levels.
<a href="#">PE.2.C.1.Su.i:</a>	Recognize movement concepts, such as directions, pathways, and levels.
<a href="#">PE.2.C.1.Pa.i:</a>	Recognize a directional movement, such as up, down, over, or under.

[PE.2.L.1.1 \(Archived Standard\):](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

### Related Access Points

Name	Description
<a href="#">PE.2.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.2.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.

[PE.2.L.1.Pa.a:](#) Participate in modified physical activity on a daily basis.

[PE.2.L.1.2 \(Archived Standard\):](#)

Demonstrate involvement in physical activities both during and after the school day.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.2.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.2.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.2.L.1.3 \(Archived Standard\):](#)

Set and meet physical activity goals.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.1.In.c:</a>	Select and meet physical activity goals.
<a href="#">PE.2.L.1.Su.c:</a>	Select and meet a physical activity goal.
<a href="#">PE.2.L.1.Pa.c:</a>	Select and complete a physical activity.

[PE.2.L.1.4 \(Archived Standard\):](#)

Describe how opportunities for participation in physical activities change over the seasons.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.1.In.d:</a>	Identify how opportunities for participation in physical activities change over the seasons.
<a href="#">PE.2.L.1.Su.d:</a>	Recognize that opportunities for participation in physical activities change during the year.
<a href="#">PE.2.L.1.Pa.d:</a>	Associate a physical activity with a season.

[PE.2.L.1.5 \(Archived Standard\):](#)

Describe healthful benefits that result from regular participation in physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.1.In.e:</a>	Identify healthful benefits that result from regular participation in physical activity.
<a href="#">PE.2.L.1.Su.e:</a>	Recognize healthful benefits that result from regular participation in physical activity.
<a href="#">PE.2.L.1.Pa.e:</a>	Recognize a healthful benefit that results from regular participation in physical activity.

[PE.2.L.1.6 \(Archived Standard\):](#)

Identify the proper crossing sequence.

**Remarks/Examples:**  
The proper crossing sequence is: stop at the edge, look left, look right, look left again, keep looking.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.1.In.f:</a>	Recognize the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.
<a href="#">PE.2.L.1.Su.f:</a>	Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.
<a href="#">PE.2.L.1.Pa.f:</a>	Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

[PE.2.L.2.1 \(Archived Standard\):](#)

Recognize how muscular strength and endurance enhance performance in physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.a:</a>	Recognize how strength and endurance are involved in physical activities.
<a href="#">PE.2.L.2.Su.a:</a>	Recognize how strength is involved in physical activities.
<a href="#">PE.2.L.2.Pa.a:</a>	Recognize how strength helps performance.

[PE.2.L.2.2 \(Archived Standard\):](#)

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

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.b:</a>	Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.
<a href="#">PE.2.L.2.Su.b:</a>	Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.
<a href="#">PE.2.L.2.Pa.b:</a>	Associate strength with health-related physical fitness.

Recognize the physiological signs of moderate to vigorous physical activity.

[PE.2.L.2.3 \(Archived Standard\):](#)

**Remarks/Examples:**

Some of the physiological signs would be sweating, an increased heart rate, and heavy breathing.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.c:</a>	Recognize the physiological signs of moderate physical activity.
<a href="#">PE.2.L.2.Su.c:</a>	Recognize a physiological sign of moderate physical activity.
<a href="#">PE.2.L.2.Pa.c:</a>	Associate moderate physical activity with increased heart rate.

[PE.2.L.2.4 \(Archived Standard\):](#)

Participate in informal physical fitness assessment.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.d:</a>	Participate in modified informal physical fitness assessment.
<a href="#">PE.2.L.2.Su.d:</a>	Participate in selected modified informal physical fitness assessment.
<a href="#">PE.2.L.2.Pa.d:</a>	Participate with assistance in modified informal physical fitness assessment.

[PE.2.L.2.5 \(Archived Standard\):](#)

Recognize that technology can be used to assist in the pursuit of physical fitness.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.e:</a>	Recognize that technology can aid physical fitness.
<a href="#">PE.2.L.2.Su.e:</a>	Recognize a use of technology in physical fitness.
<a href="#">PE.2.L.2.Pa.e:</a>	Associate a technology with physical fitness.

[PE.2.L.2.6 \(Archived Standard\):](#)

Recognize the principles of physical fitness.

**Remarks/Examples:**

Some examples of the principles of physical fitness would be frequency, intensity, and time.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.f:</a>	Recognize selected principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.2.L.2.Su.f:</a>	Recognize a principle of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.2.L.2.Pa.f:</a>	Associate the frequency of practice with physical fitness.

[PE.2.L.2.7 \(Archived Standard\):](#)

Explain that a stronger heart muscle can pump more blood with each beat.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.g:</a>	Recognize that a strong heart pumps more blood.
<a href="#">PE.2.L.2.Su.g:</a>	Recognize that a heart pumps blood.
<a href="#">PE.2.L.2.Pa.g:</a>	Recognize that the heart beats.

[PE.2.L.2.8 \(Archived Standard\):](#)

Engage in sustained physical activity that causes an increased heart rate and heavy breathing.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.h:</a>	Engage in physical activity that causes an increased heart rate and heavy breathing.
<a href="#">PE.2.L.2.Su.h:</a>	Participate in physical activity that causes an increased heart rate and heavy breathing.
<a href="#">PE.2.L.2.Pa.h:</a>	Participate safely in selected physical activity that increases breathing and heart rate.

[PE.2.L.2.9 \(Archived Standard\):](#)

Perform appropriate stretching exercises.

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.i:</a>	Perform selected stretching exercises.
<a href="#">PE.2.L.2.Su.i:</a>	Perform a stretching exercise.
<a href="#">PE.2.L.2.Pa.i:</a>	Stretch a muscle.

[PE.2.L.2.10 \(Archived Standard\):](#)

Recognize that there are different somatotypes (endomorph, mesomorph, ectomorph).

**Related Access Points**

Name	Description
<a href="#">PE.2.L.2.In.j:</a>	Recognize selected body types.
<a href="#">PE.2.L.2.Su.j:</a>	Recognize that bodies differ.
<a href="#">PE.2.L.2.Pa.j:</a>	Recognize the human body.

[PE.2.L.2.11 \(Archived Standard\):](#)

Categorize food into food groups.

#### Related Access Points

Name	Description
<a href="#">PE.2.L.2.In.k:</a>	Identify food in food groups.
<a href="#">PE.2.L.2.Su.k:</a>	Recognize food in food groups.
<a href="#">PE.2.L.2.Pa.k:</a>	Recognize different kinds of foods.

[PE.2.M.1.1 \(Archived Standard\):](#)

Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.a:</a>	Perform locomotor skills in a variety of movement settings, including rhythms/dance.
<a href="#">PE.2.M.1.Su.a:</a>	Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
<a href="#">PE.2.M.1.Pa.a:</a>	Perform guided locomotor skills in a variety of movement settings, including rhythms/dance.

[PE.2.M.1.2 \(Archived Standard\):](#)

Strike an object continuously using body parts both upward and downward.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.b:</a>	Strike an object using body parts both upward and downward.
<a href="#">PE.2.M.1.Su.b:</a>	Swing upward and downward with a body part and make contact with a modified object.
<a href="#">PE.2.M.1.Pa.b:</a>	Swing upward and downward at a modified object using a body part.

[PE.2.M.1.3 \(Archived Standard\):](#)

Strike an object continuously using a paddle both upward and downward.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.c:</a>	Strike an object more than one time both upward and downward using a paddle.
<a href="#">PE.2.M.1.Su.c:</a>	Strike a modified object both upward and downward using a modified paddle.
<a href="#">PE.2.M.1.Pa.c:</a>	Swing upward at a modified object using a modified paddle.

[PE.2.M.1.4 \(Archived Standard\):](#)

Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.

**Remarks/Examples:**  
Some examples of a long-handled implement would be bats, hockey sticks, and golf clubs.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.d:</a>	Strike a stationary object using a long-handled implement so the object moves a short distance.
<a href="#">PE.2.M.1.Su.d:</a>	Strike a stationary object using a modified long-handled implement so the object moves a short distance.
<a href="#">PE.2.M.1.Pa.d:</a>	Strike a stationary modified object using a modified long-handled implement.

[PE.2.M.1.5 \(Archived Standard\):](#)

Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.e:</a>	Dribble with hands or feet around stationary objects.
<a href="#">PE.2.M.1.Su.e:</a>	Dribble with hands or feet.
<a href="#">PE.2.M.1.Pa.e:</a>	Release and trap a rebounding object with hands or feet.

[PE.2.M.1.6 \(Archived Standard\):](#)

Perform a variety of fundamental aquatics skills.

**Remarks/Examples:**  
Some examples of fundamental aquatics skills would be prone float with flutter kick and back float recover to a standing position.

#### Related Access Points

Name	Description
<a href="#">PE.2.M.1.In.f:</a>	Perform a fundamental aquatics skill, such as prone float with flutter kick and back float recover to standing position.
<a href="#">PE.2.M.1.Su.f:</a>	Perform a modified fundamental aquatics skill.

[PE.2.M.1.Pa.f:](#) Perform a guided modified fundamental aquatic skill.

[PE.2.M.1.7 \(Archived Standard\):](#)

Move in different directions to catch a variety of objects softly tossed by a stationary partner.

**Related Access Points**

Name	Description
<a href="#">PE.2.M.1.In.g:</a>	Move in more than one direction to catch modified objects softly tossed by a stationary partner.
<a href="#">PE.2.M.1.Su.g:</a>	Move in a direction to trap modified objects softly tossed by a stationary partner.
<a href="#">PE.2.M.1.Pa.g:</a>	Trap softly-tossed modified objects with both hands.

[PE.2.M.1.8 \(Archived Standard\):](#)

Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.

**Related Access Points**

Name	Description
<a href="#">PE.2.M.1.In.h:</a>	Use an overhand throwing motion for accuracy at modified targets.
<a href="#">PE.2.M.1.Su.h:</a>	Perform an overhand throwing motion at modified targets.
<a href="#">PE.2.M.1.Pa.h:</a>	Toss modified objects at modified targets.

[PE.2.M.1.9 \(Archived Standard\):](#)

Perform one folk or line dance accurately with good technique.

**Related Access Points**

Name	Description
<a href="#">PE.2.M.1.In.i:</a>	Perform one folk or line dance.
<a href="#">PE.2.M.1.Su.i:</a>	Imitate a pattern of steps associated with a folk or line dance.
<a href="#">PE.2.M.1.Pa.i:</a>	Perform a guided movement associated with folk or line dance.

[PE.2.M.1.10 \(Archived Standard\):](#)

Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.

**Related Access Points**

Name	Description
<a href="#">PE.2.M.1.In.j:</a>	Demonstrate a sequence of a balance, a roll, and a different balance.
<a href="#">PE.2.M.1.Su.j:</a>	Perform a balance, a roll, and a balance consecutively.
<a href="#">PE.2.M.1.Pa.j:</a>	Perform a balance and a roll.

[PE.2.M.1.11 \(Archived Standard\):](#)

Perform at least one skill that requires the transfer of weight to hands.

**Related Access Points**

Name	Description
<a href="#">PE.2.M.1.In.k:</a>	Perform one guided skill that requires the transfer of weight to hands.
<a href="#">PE.2.M.1.Su.k:</a>	Perform a transfer of body weight to the hands.
<a href="#">PE.2.M.1.Pa.k:</a>	Imitate a transfer of body weight to the hands.

[PE.2.M.1.12 \(Archived Standard\):](#)

Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.

**Related Access Points**

Name	Description
<a href="#">PE.2.M.1.In.l:</a>	Move to avoid or catch others while maneuvering around obstacles.
<a href="#">PE.2.M.1.Su.l:</a>	Move to avoid obstacles.
<a href="#">PE.2.M.1.Pa.l:</a>	Imitate movements to avoid obstacles.

[PE.2.R.1.1 \(Archived Standard\):](#)

Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.1.In.a:</a>	Play with others regardless of personal differences, such as gender, skill level or ethnicity.
<a href="#">PE.2.R.1.Su.a:</a>	Participate in play with a variety of other students.
<a href="#">PE.2.R.1.Pa.a:</a>	Participate in guided play with others.

[PE.2.R.1.2 \(Archived Standard\):](#)

Accept the feelings resulting from challenges, successes, and failures in physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.1.In.b:</a>	Identify feelings resulting from challenges, successes, and failures in physical activity.
<a href="#">PE.2.R.1.Su.b:</a>	Recognize feelings resulting from challenges, successes, and failures in physical activity.
<a href="#">PE.2.R.1.Pa.b:</a>	Recognize a feeling resulting from challenges, successes, and failures in physical activity.

**PE.2.R.1.3 (Archived Standard):**

Offer help to others when appropriate.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.1.In.c:</a>	Ask others if they need help.
<a href="#">PE.2.R.1.Su.c:</a>	Offer help to others.
<a href="#">PE.2.R.1.Pa.c:</a>	Offer help to others when asked.

**PE.2.R.1.4 (Archived Standard):**

Handle equipment safely by putting it away when not in use.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.1.In.d:</a>	Handle equipment safely by putting it away when not in use in selected physical activities.
<a href="#">PE.2.R.1.Su.d:</a>	Handle equipment safely by putting it away when not in use in a physical activity.
<a href="#">PE.2.R.1.Pa.d:</a>	Handle equipment safely by putting it away when not in use in a guided physical activity.

**PE.2.R.1.5 (Archived Standard):**

Honestly report the results of work.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.1.In.e:</a>	Describe what has been done accurately.
<a href="#">PE.2.R.1.Su.e:</a>	Identify what has been done.
<a href="#">PE.2.R.1.Pa.e:</a>	Indicate that the work is done.

**PE.2.R.1.6 (Archived Standard):**

Successfully resolve conflicts with others.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.1.In.f:</a>	Cooperate with others to resolve conflict.
<a href="#">PE.2.R.1.Su.f:</a>	Ask for help to work things out with others.
<a href="#">PE.2.R.1.Pa.f:</a>	Continue in activity after a conflict has been resolved.

**PE.2.R.2.1 (Archived Standard):**

Use physical activity to express feeling.

**Remarks/Examples:**  
An example of a way to use [physical activity](#) to express feeling would be through creative dance.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.2.In.a:</a>	Use a physical activity, such as a creative dance, to express feeling.
<a href="#">PE.2.R.2.Su.a:</a>	Use a physical activity, such as a creative dance, to express a selected feeling.
<a href="#">PE.2.R.2.Pa.a:</a>	Express a feeling while physically active.

**PE.2.R.2.2 (Archived Standard):**

Describe the relationship between skill competence and enjoyment.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.2.In.b:</a>	Identify the relationship between skill competence and enjoyment.
<a href="#">PE.2.R.2.Su.b:</a>	Recognize the relationship between doing something well and enjoyment.
<a href="#">PE.2.R.2.Pa.b:</a>	Associate activities that are done well with enjoyment.

**PE.2.R.2.3 (Archived Standard):**

Begin to function as a member of a cooperative group.

**Related Access Points**

Name	Description
<a href="#">PE.2.R.2.In.c:</a>	Begin to function as a member of a group.
<a href="#">PE.2.R.2.Su.c:</a>	Work in a group.
<a href="#">PE.2.R.2.Pa.c:</a>	Work when others are present.

[PE.3.C.1.1 \(Archived Standard\):](#)

Identify the importance of purposeful movement and its impact on quality of performance.

**Remarks/Examples:**

Some examples of purposeful movement would be timing, flow, rhythm, and sequencing.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.a:</a>	Identify purposeful movements, such as timing, flow, sequencing, and rhythm.
<a href="#">PE.3.C.1.Su.a:</a>	Recognize a purposeful movement, such as timing, flow, sequencing, or rhythm.
<a href="#">PE.3.C.1.Pa.a:</a>	Recognize the sequence in purposeful movement, such forward and backward.

[PE.3.C.1.2 \(Archived Standard\):](#)

Understand the importance of safety rules and procedures in all physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.b:</a>	Identify the importance of safety rules and procedures in physical activities.
<a href="#">PE.3.C.1.Su.b:</a>	Recognize the importance of safety rules and procedures in physical activities.
<a href="#">PE.3.C.1.Pa.b:</a>	Recognize the importance of safety rules and procedures for selected physical activities.

Understand that technology can be utilized to assess performance.

[PE.3.C.1.3 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.c:</a>	Identify that technology can be used to assess performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.3.C.1.Su.c:</a>	Recognize that technology that can be used to assess performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.3.C.1.Pa.c:</a>	Associate technology with assessing physical performance.

[PE.3.C.1.4 \(Archived Standard\):](#)

Identify and explain different items that can be used for assisting in a water related emergency.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.d:</a>	Identify items that can be used for assisting in a water-related emergency.
<a href="#">PE.3.C.1.Su.d:</a>	Recognize items that can be used for assisting in a water-related emergency.
<a href="#">PE.3.C.1.Pa.d:</a>	Recognize an item that can be used for assisting in a water-related emergency.

[PE.3.C.1.5 \(Archived Standard\):](#)

Identify the reasons for warm-up and cool-down.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.e:</a>	Recognize reasons for warm-up and cool-down.
<a href="#">PE.3.C.1.Su.e:</a>	Recognize reasons for warm-up or cool-down.
<a href="#">PE.3.C.1.Pa.e:</a>	Recognize a reason for warm-up or cool-down.

[PE.3.C.1.6 \(Archived Standard\):](#)

Describe basic offensive and defensive tactics.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.f:</a>	Recognize a basic offensive and defensive tactic.
<a href="#">PE.3.C.1.Su.f:</a>	Identify the difference between offense and defense.
<a href="#">PE.3.C.1.Pa.f:</a>	Recognize the difference between offense and defense, such as keeping possession vs. taking possession of an object.

[PE.3.C.1.7 \(Archived Standard\):](#)

Explain how appropriate practice improves performance of movement skills.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.g:</a>	Identify how practice improves performance of movement skills.
<a href="#">PE.3.C.1.Su.g:</a>	Recognize how practice improves performance of movement skills.
<a href="#">PE.3.C.1.Pa.g:</a>	Recognize the practice of movement skills.

[PE.3.C.1.8 \(Archived Standard\):](#)

Analyze peer performance and provide feedback.

**Related Access Points**

Name	Description
<a href="#">PE.3.C.1.In.h:</a>	Interpret peer performance and offer feedback.
<a href="#">PE.3.C.1.Su.h:</a>	Examine peer performance and offer feedback.
<a href="#">PE.3.C.1.Pa.h:</a>	Recognize peer performance and offer feedback.

[PE.3.L.1.1 \(Archived Standard\):](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.3.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.3.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.3.L.1.2 \(Archived Standard\):](#)

Demonstrate involvement in physical activities both during and after the school day.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.3.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.3.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.3.L.1.3 \(Archived Standard\):](#)

Identify lifestyle changes that can be made to increase the level of physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.c:</a>	Recognize lifestyle changes, such as taking stairs, cycling, and walking that can be made to increase the level of physical activity.
<a href="#">PE.3.L.1.Su.c:</a>	Recognize a lifestyle change, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.
<a href="#">PE.3.L.1.Pa.c:</a>	Recognize an activity, such as taking stairs, cycling, or walking that can be made to increase the level of physical activity.

[PE.3.L.1.4 \(Archived Standard\):](#)

Identify opportunities in the school and community for regular participation in physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.d:</a>	Recognize opportunities for involvement in the school and community for regular participation in physical activities.
<a href="#">PE.3.L.1.Su.d:</a>	Recognize selected opportunities for involvement in the school and community for regular participation in physical activities.
<a href="#">PE.3.L.1.Pa.d:</a>	Recognize an opportunity for involvement in the school or community for regular participation in physical activities.

[PE.3.L.1.5 \(Archived Standard\):](#)

Use an activity log to maintain a personal record of participation in physical activity over a period of time.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.e:</a>	Keep a personal record of participation in physical activity over a period of time, such as a week.
<a href="#">PE.3.L.1.Su.e:</a>	Record personal participation in physical activity over a period of time, such as a day or week.
<a href="#">PE.3.L.1.Pa.e:</a>	Indicate personal participation in physical activity over a period of time, such as a day.

[PE.3.L.1.6 \(Archived Standard\):](#)

Differentiate between the correct and incorrect way to fit a bicycle helmet.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.1.In.f:</a>	Identify the correct way to fit a bicycle helmet.
<a href="#">PE.3.L.1.Su.f:</a>	Recognize the correct way to fit a bicycle helmet.
<a href="#">PE.3.L.1.Pa.f:</a>	Recognize a person wearing a bicycle helmet correctly.

[PE.3.L.2.1 \(Archived Standard\):](#)

Describe how muscular strength and endurance enhance performance in physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.a:</a>	Identify how muscular strength and endurance enhance performance in physical activities.
<a href="#">PE.3.L.2.Su.a:</a>	Recognize how muscular strength and endurance enhance performance in physical activities.
<a href="#">PE.3.L.2.Pa.a:</a>	Recognize how endurance helps performance.

[PE.3.L.2.2 \(Archived Standard\):](#)

Match physical fitness assessment events to the associated fitness component.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.b:</a>	Match selected physical fitness assessment events to the associated fitness component.
<a href="#">PE.3.L.2.Su.b:</a>	Match a physical fitness assessment event to the associated fitness component.
<a href="#">PE.3.L.2.Pa.b:</a>	Recognize a physical fitness assessment event.

[PE.3.L.2.3 \(Archived Standard\):](#)

Describe the relationship between the heart and lungs during physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.c:</a>	Identify the effect of physical activity on the heart and lungs.
<a href="#">PE.3.L.2.Su.c:</a>	Recognize the effect of physical activity on the heart and lungs.
<a href="#">PE.3.L.2.Pa.c:</a>	Associate physical activity with its effect on the body.

[PE.3.L.2.4 \(Archived Standard\):](#)

Participate in formal and informal physical fitness assessment.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.d:</a>	Participate in modified formal and informal physical fitness assessment.
<a href="#">PE.3.L.2.Su.d:</a>	Participate in selected modified formal and informal physical fitness assessment.
<a href="#">PE.3.L.2.Pa.d:</a>	Participate with assistance in modified formal and informal physical fitness assessment.

[PE.3.L.2.5 \(Archived Standard\):](#)

Identify ways that technology can assist in the pursuit of physical fitness.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.e:</a>	Recognize ways that technology can assist in the pursuit of physical fitness.
<a href="#">PE.3.L.2.Su.e:</a>	Recognize a way that technology can assist in the pursuit of physical fitness.
<a href="#">PE.3.L.2.Pa.e:</a>	Recognize a technology used in physical fitness.

[PE.3.L.2.6 \(Archived Standard\):](#)

Identify principles of physical fitness.

<b>Remarks/Examples:</b> Some examples of principles of physical fitness would be frequency, intensity, and time.
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**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.f:</a>	Recognize the principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.3.L.2.Su.f:</a>	Recognize selected principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.3.L.2.Pa.f:</a>	Associate the intensity of practice with physical fitness.

[PE.3.L.2.7 \(Archived Standard\):](#)

Engage in appropriate physical activity that results in the development of cardiorespiratory endurance.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.g:</a>	Engage in physical activity that promotes cardiorespiratory endurance.
<a href="#">PE.3.L.2.Su.g:</a>	Participate in modified physical activity that promotes cardiorespiratory endurance.
<a href="#">PE.3.L.2.Pa.g:</a>	Participate safely in guided physical activity that promotes cardiorespiratory endurance.

[PE.3.L.2.8 \(Archived Standard\):](#)

Associate results of fitness testing to personal health status and ability to perform various activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.h:</a>	Associate results of fitness testing with ability to perform various activities.
<a href="#">PE.3.L.2.Su.h:</a>	Associate results of selected fitness testing with ability to perform various activities.
<a href="#">PE.3.L.2.Pa.h:</a>	Associate fitness testing with performance.

[PE.3.L.2.9 \(Archived Standard\):](#)

Know how to safely stretch major muscle groups.

**Related Access Points**

Name	Description
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<a href="#">PE.3.L.2.In.i:</a>	Identify how to safely stretch a muscle.
<a href="#">PE.3.L.2.Su.i:</a>	Recognize how to safely stretch a muscle.
<a href="#">PE.3.L.2.Pa.i:</a>	Recognize a safe stretch of a muscle.

**PE.3.L.2.10 (Archived Standard):**

Identify different somatotypes (endomorph, mesomorph, ectomorph).

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.j:</a>	Recognize different body types.
<a href="#">PE.3.L.2.Su.j:</a>	Recognize selected body types.
<a href="#">PE.3.L.2.Pa.j:</a>	Recognize that bodies differ.

**PE.3.L.2.11 (Archived Standard):**

Identify individual strengths and weaknesses based upon results of a formal fitness test.

**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.k:</a>	Recognize individual strengths and weaknesses based on results of formal fitness test.
<a href="#">PE.3.L.2.Su.k:</a>	Recognize an area of strength and weakness based on results of formal fitness test.
<a href="#">PE.3.L.2.Pa.k:</a>	Recognize an area of strength after completing a fitness test.

**PE.3.L.2.12 (Archived Standard):**

Read food labels for specific nutrition facts.

<b>Remarks/Examples:</b> Some examples of nutrition facts would be ingredients, serving size, and nutrients.
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**Related Access Points**

Name	Description
<a href="#">PE.3.L.2.In.l:</a>	Locate nutrition facts on a food label.
<a href="#">PE.3.L.2.Su.l:</a>	Recognize food labels have food information.
<a href="#">PE.3.L.2.Pa.l:</a>	Associate food label with food information.

**PE.3.M.1.1 (Archived Standard):**

Apply locomotor skills in a variety of movement settings.

<b>Remarks/Examples:</b> Some examples of movement settings would be sequences, dances, and games.
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**Related Access Points**

Name	Description
<a href="#">PE.3.M.1.In.a:</a>	Perform locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.3.M.1.Su.a:</a>	Perform selected locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.3.M.1.Pa.a:</a>	Imitate locomotor skills in a variety of movement settings, such as sequences, dances, and games.

**PE.3.M.1.2 (Archived Standard):**

Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.

<b>Remarks/Examples:</b> Some examples of striking activities would be volleying, kicking, and punting.
--

**Related Access Points**

Name	Description
<a href="#">PE.3.M.1.In.b:</a>	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.
<a href="#">PE.3.M.1.Su.b:</a>	Strike a stationary object from a stationary position using body parts so that the object travels.
<a href="#">PE.3.M.1.Pa.b:</a>	Strike a stationary modified object from a stationary position using body parts.

**PE.3.M.1.3 (Archived Standard):**

Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern.

<b>Remarks/Examples:</b> Some examples of ways to strike using a forehand pattern continuously would be against a wall or a partner fed toss.
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**Related Access Points**

Name	Description
<a href="#">PE.3.M.1.In.c:</a>	Strike an object more than once using a paddle demonstrating a forehand pattern.
<a href="#">PE.3.M.1.Su.c:</a>	Strike a modified object more than one time with a lateral movement using a paddle.
<a href="#">PE.3.M.1.Pa.c:</a>	Swing at a modified object with a lateral movement using a paddle.

**PE.3.M.1.4 (Archived Standard):**

Strike both moving and stationary objects using a long-handled implement.

<b>Remarks/Examples:</b> Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.
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**Related Access Points**

Name	Description
<a href="#">PE.3.M.1.In.d.</a>	Strike a modified moving object using a long-handled implement.
<a href="#">PE.3.M.1.Su.d.</a>	Strike a modified moving object using a modified long-handled implement.
<a href="#">PE.3.M.1.Pa.d.</a>	Swing at a modified moving object with a modified long-handled implement.

[PE.3.M.1.5 \(Archived Standard\):](#)

Maintain control while dribbling with hands or feet against a defender.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.e.</a>	Control the ball while dribbling with hands or feet.
<a href="#">PE.3.M.1.Su.e.</a>	Dribble an object in a specified direction with hands or feet.
<a href="#">PE.3.M.1.Pa.e.</a>	Throw or kick an object.

Demonstrate a combination of basic swim skills.

[PE.3.M.1.6 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of basic swim skills would be prone and back float with flutter kick, alternating arm movements, and treading water.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.f.</a>	Perform a basic swim skill such as flutter kick, alternating arm movements, and treading water.
<a href="#">PE.3.M.1.Su.f.</a>	Perform a guided basic swim skill.
<a href="#">PE.3.M.1.Pa.f.</a>	Perform a guided modified basic swim skill.

[PE.3.M.1.7 \(Archived Standard\):](#)

Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.g.</a>	Move in different directions to catch modified objects of different sizes thrown by a stationary partner.
<a href="#">PE.3.M.1.Su.g.</a>	Move in different directions to trap modified objects of different sizes thrown by a stationary partner.
<a href="#">PE.3.M.1.Pa.g.</a>	Trap softly tossed modified objects of different sizes with both hands.

[PE.3.M.1.8 \(Archived Standard\):](#)

Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.h.</a>	Throw balls of various sizes and weights to a stationary partner using an overhand motion.
<a href="#">PE.3.M.1.Su.h.</a>	Toss balls of various sizes and weights to a stationary partner.
<a href="#">PE.3.M.1.Pa.h.</a>	Toss modified objects to a stationary partner.

[PE.3.M.1.9 \(Archived Standard\):](#)

Perform a teacher-designed sequence using manipulatives.

#### Remarks/Examples:

Some examples of sequences using [manipulatives](#) would be tinkling, lummi sticks, and jumping rope.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.i.</a>	Perform a teacher-designed sequence using a manipulative, such as tinkling, lummi sticks, or jumping rope.
<a href="#">PE.3.M.1.Su.i.</a>	Imitate a teacher-designed movement sequence using a manipulative such as tinkling, lummi sticks, or jumping rope.
<a href="#">PE.3.M.1.Pa.i.</a>	Perform a guided teacher-designed sequence using a manipulative, such as tinkling, lummi sticks, or jumping rope.

Perform one dance accurately and with good technique.

[PE.3.M.1.10 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of types of dances would be square, contra, step, and social.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.j.</a>	Perform one dance, such as square, contra, step, or social.
<a href="#">PE.3.M.1.Su.j.</a>	Imitate a pattern of steps associated with a dance, such as square, contra, step, or social.
<a href="#">PE.3.M.1.Pa.j.</a>	Perform a guided movement associated with a dance, such as square, contra, step, or social.

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.

[PE.3.M.1.11 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of movement elements would be [balances](#), rolling actions, changes in [speed](#)/direction, and skills requiring weight on hands.

#### Related Access Points

Name	Description
<a href="#">PE.3.M.1.In.k:</a>	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending.
<a href="#">PE.3.M.1.Su.k:</a>	Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.
<a href="#">PE.3.M.1.Pa.k:</a>	Perform a guided basic gymnastics sequence with a beginning, a rolling action, and an ending.

[PE.3.M.1.12 \(Archived Standard\):](#)

Continuously jump a self-turned rope.

**Related Access Points**

Name	Description
<a href="#">PE.3.M.1.In.l:</a>	Jump a self-turned rope.
<a href="#">PE.3.M.1.Su.l:</a>	Jump a turning rope.
<a href="#">PE.3.M.1.Pa.l:</a>	Leap and land safely using at least one piece of equipment.

[PE.3.R.1.1 \(Archived Standard\):](#)

Work cooperatively with peers of differing skill levels.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.a:</a>	Work with peers of differing skill levels.
<a href="#">PE.3.R.1.Su.a:</a>	Interact with peers of differing skill levels.
<a href="#">PE.3.R.1.Pa.a:</a>	Interact with peers.

[PE.3.R.1.2 \(Archived Standard\):](#)

Willingly try new activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.b:</a>	Try new activities.
<a href="#">PE.3.R.1.Su.b:</a>	Try a new activity.
<a href="#">PE.3.R.1.Pa.b:</a>	Try an activity.

[PE.3.R.1.3 \(Archived Standard\):](#)

Take responsibility for his/her own behavior.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.c:</a>	Identify possible consequences for own behavior.
<a href="#">PE.3.R.1.Su.c:</a>	Accept praise or correction for own behavior.
<a href="#">PE.3.R.1.Pa.c:</a>	Acknowledge a good choice related to own behavior.

[PE.3.R.1.4 \(Archived Standard\):](#)

Cooperate with all class members by sharing and taking turns.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.d:</a>	Cooperate with others by sharing and taking turns.
<a href="#">PE.3.R.1.Su.d:</a>	Cooperate with others by sharing.
<a href="#">PE.3.R.1.Pa.d:</a>	Take turns in guided activities.

[PE.3.R.1.5 \(Archived Standard\):](#)

Show respect for the views of a peer from a different cultural background.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.1.In.e:</a>	Show respect for peers from a different cultural background.
<a href="#">PE.3.R.1.Su.e:</a>	Show respect for a peer from a different cultural background.
<a href="#">PE.3.R.1.Pa.e:</a>	Show respect for peers.

[PE.3.R.2.1 \(Archived Standard\):](#)

Seek personally challenging physical activity experiences.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.a:</a>	Select challenging, physically active experiences.
<a href="#">PE.3.R.2.Su.a:</a>	Select a challenging, physically active experience.
<a href="#">PE.3.R.2.Pa.a:</a>	Select a physically active experience.

[PE.3.R.2.2 \(Archived Standard\):](#)

Celebrate own accomplishments without gloating.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.b:</a>	Celebrate own accomplishments.
<a href="#">PE.3.R.2.Su.b:</a>	Enjoy own accomplishments.
<a href="#">PE.3.R.2.Pa.b:</a>	Recognize own accomplishments.

[PE.3.R.2.3 \(Archived Standard\):](#)

Choose to participate in group physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.c:</a>	Choose to participate in selected group physical activities.
<a href="#">PE.3.R.2.Su.c:</a>	Choose to participate in a group physical activity.
<a href="#">PE.3.R.2.Pa.c:</a>	Choose to participate in a guided group activity.

[PE.3.R.2.4 \(Archived Standard\):](#)

Appreciate the good performance of others.

**Related Access Points**

Name	Description
<a href="#">PE.3.R.2.In.d:</a>	Recognize the value of a good performance of others.
<a href="#">PE.3.R.2.Su.d:</a>	Recognize the good performance of others.
<a href="#">PE.3.R.2.Pa.d:</a>	Recognize a good performance of others.

[PE.4.C.1.1 \(Archived Standard\):](#)

Understand the importance of purposeful movement in a variety of movement settings to include designing and performing movement routines.

**Remarks/Examples:**  
Some examples of purposeful movement would be timing, flow, rhythm, and sequencing.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.a:</a>	Identify the importance of purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.4.C.1.Su.a:</a>	Recognize the importance of purposeful movements, such as timing, flow, sequencing, or rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.4.C.1.Pa.a:</a>	Recognize sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.

[PE.4.C.1.2 \(Archived Standard\):](#)

Understand the importance of safety in all physical activities, especially those that are high risk.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.b:</a>	Identify the importance of safety in all physical activities.
<a href="#">PE.4.C.1.Su.b:</a>	Recognize the importance of safety in all physical activities.
<a href="#">PE.4.C.1.Pa.b:</a>	Recognize the importance of safety in selected physical activities.

[PE.4.C.1.3 \(Archived Standard\):](#)

Use technology to gather information about performance.

**Remarks/Examples:**  
Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.c:</a>	Use selected technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
<a href="#">PE.4.C.1.Su.c:</a>	Use a technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
<a href="#">PE.4.C.1.Pa.c:</a>	Recognize a technology, such as video, pedometers or heart-rate monitors, used to assess performance.

[PE.4.C.1.4 \(Archived Standard\):](#)

Understand the importance of protecting parts of the body from the harmful rays of the sun.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.d:</a>	Identify the importance of protecting parts of the body from the harmful rays of the sun.
<a href="#">PE.4.C.1.Su.d:</a>	Recognize the importance of protecting parts of the body from the harmful rays of the sun.
<a href="#">PE.4.C.1.Pa.d:</a>	Recognize that the sun can be harmful.

[PE.4.C.1.5 \(Archived Standard\):](#)

Identify proper warm-up and cool-down techniques and the reasons for using them.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.e:</a>	Recognize proper warm-up and cool-down techniques and the reasons for using them.
<a href="#">PE.4.C.1.Su.e:</a>	Recognize a proper warm-up and cool-down technique and the reason for using them.
<a href="#">PE.4.C.1.Pa.e:</a>	Recognize a proper warm-up or cool-down technique and the reason for using it.

[PE.4.C.1.6 \(Archived Standard\):](#)

Identify basic offensive and defensive tactics for modified invasion and net activities.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.f:</a>	Recognize basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.4.C.1.Su.f:</a>	Recognize a basic offensive or defensive tactic for modified invasion and net activities.
<a href="#">PE.4.C.1.Pa.f:</a>	Recognize a defensive tactic, such as raising arms and hands in front of face.

[PE.4.C.1.7 \(Archived Standard\):](#)

Detect errors in personal movement patterns.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.g:</a>	Recognize errors in personal movement patterns.
<a href="#">PE.4.C.1.Su.g:</a>	Recognize an error in personal movement patterns.
<a href="#">PE.4.C.1.Pa.g:</a>	Recognize an error in a selected personal movement pattern.

[PE.4.C.1.8 \(Archived Standard\):](#)

Compare and contrast skills/sports that use similar movement patterns.

**Related Access Points**

Name	Description
<a href="#">PE.4.C.1.In.h:</a>	Identify skills and sports that use similar movement patterns.
<a href="#">PE.4.C.1.Su.h:</a>	Identify skills that use similar movement patterns.
<a href="#">PE.4.C.1.Pa.h:</a>	Recognize skills that use similar movement patterns.

[PE.4.L.1.1 \(Archived Standard\):](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.4.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.4.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.4.L.1.2 \(Archived Standard\):](#)

Demonstrate involvement in physical activities both during and after the school day.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.4.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.4.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

[PE.4.L.1.3 \(Archived Standard\):](#)

Implement at least one lifestyle behavior to increase physical activity.

**Remarks/Examples:**  
Some examples of lifestyle behaviors would be taking stairs, cycling, rollerblading, and walking.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.1.In.c:</a>	Use one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
<a href="#">PE.4.L.1.Su.c:</a>	Perform one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
<a href="#">PE.4.L.1.Pa.c:</a>	Perform one guided lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.

[PE.4.L.1.4 \(Archived Standard\):](#)

Use technology and/or information literacy to identify opportunities for participation in physical activities.

**Related Access Points**

Name	Description
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<a href="#">PE.4.L.1.In.d:</a>	Use technology to identify selected opportunities for participation in physical activities.
<a href="#">PE.4.L.1.Su.d:</a>	Use selected technology to recognize selected opportunities for participation in physical activities.
<a href="#">PE.4.L.1.Pa.d:</a>	Use a technology to recognize a selected opportunity for participation in physical activities.

**PE.4.L.1.5 (Archived Standard):**

Make observations about one's personal level of physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.1.In.e:</a>	Identify one's personal level of physical activity.
<a href="#">PE.4.L.1.Su.e:</a>	Recognize one's personal level of physical activity.
<a href="#">PE.4.L.1.Pa.e:</a>	Recognize one's personal physical activity.

**PE.4.L.1.6 (Archived Standard):**

Discuss the importance of wearing a bicycle helmet.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.1.In.f:</a>	Identify a consequence of not wearing a bicycle helmet.
<a href="#">PE.4.L.1.Su.f:</a>	Recognize a consequence of not wearing a bicycle helmet.
<a href="#">PE.4.L.1.Pa.f:</a>	Associate a bicycle helmet with safety.

**PE.4.L.2.1 (Archived Standard):**

Identify the muscles being strengthened during the performance of specific physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.a:</a>	Identify the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
<a href="#">PE.4.L.2.Su.a:</a>	Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
<a href="#">PE.4.L.2.Pa.a:</a>	Associate a physical activity with strengthening a part of the body.

**PE.4.L.2.2 (Archived Standard):**

Identify several activities related to each component of physical fitness.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.b:</a>	Recognize activities related to each component of physical fitness.
<a href="#">PE.4.L.2.Su.b:</a>	Recognize an activity related to selected components of physical fitness.
<a href="#">PE.4.L.2.Pa.b:</a>	Recognize an activity related to physical fitness.

**PE.4.L.2.3 (Archived Standard):**

Recognize that physiological responses to exercise are related to levels of personal fitness.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.c:</a>	Recognize that exercise is used to improve personal fitness.
<a href="#">PE.4.L.2.Su.c:</a>	Recognize that exercise affects personal fitness.
<a href="#">PE.4.L.2.Pa.c:</a>	Associate exercise with personal fitness.

**PE.4.L.2.4 (Archived Standard):**

Participate in formal and informal physical fitness assessment.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.d:</a>	Participate in modified formal and informal physical fitness assessment.
<a href="#">PE.4.L.2.Su.d:</a>	Participate in selected modified formal and informal physical fitness assessment.
<a href="#">PE.4.L.2.Pa.d:</a>	Participate, with assistance, in modified formal and informal physical fitness assessment.

**PE.4.L.2.5 (Archived Standard):**

Describe ways that technology can assist in the pursuit of physical fitness.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.e:</a>	Identify ways that technology can assist in the pursuit of physical fitness.
<a href="#">PE.4.L.2.Su.e:</a>	Recognize ways that technology can assist in the pursuit of physical fitness.
<a href="#">PE.4.L.2.Pa.e:</a>	Recognize a way that technology can assist in the pursuit of physical fitness.

Explain principles of physical fitness.

[PE.4.L.2.6 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of principles of physical fitness would be frequency, intensity, and time.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.f:</a>	Identify principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.4.L.2.Su.f:</a>	Recognize the principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.4.L.2.Pa.f:</a>	Recognize a principle of physical fitness such as frequency, intensity, or time.

[PE.4.L.2.7 \(Archived Standard\):](#)

Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.g:</a>	Maintain an elevated heart rate for a short period of time during an aerobic activity.
<a href="#">PE.4.L.2.Su.g:</a>	Achieve a target heart rate during an aerobic activity
<a href="#">PE.4.L.2.Pa.g:</a>	Increase heart rate during an aerobic activity.

[PE.4.L.2.8 \(Archived Standard\):](#)

Participate in selected physical activities for the purpose of improving physical fitness.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.h:</a>	Participate in selected modified physical activities for the purpose of improving physical fitness.
<a href="#">PE.4.L.2.Su.h:</a>	Participate in a selected modified physical activity for the purpose of improving physical fitness.
<a href="#">PE.4.L.2.Pa.h:</a>	Participate in guided modified physical activities for the purpose of improving physical fitness.

[PE.4.L.2.9 \(Archived Standard\):](#)

Recognize that specific stretches increase flexibility and reduce the chance of injury.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.i:</a>	Recognize that specific stretches reduce the chance of injury.
<a href="#">PE.4.L.2.Su.i:</a>	Recognize that stretches reduce chances of injury.
<a href="#">PE.4.L.2.Pa.i:</a>	Associate stretching with safety.

[PE.4.L.2.10 \(Archived Standard\):](#)

Recognize the benefits of maintaining a healthy body composition.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.j:</a>	Recognize a benefit of maintaining a healthy body composition.
<a href="#">PE.4.L.2.Su.j:</a>	Recognize a characteristic of a healthy body composition.
<a href="#">PE.4.L.2.Pa.j:</a>	Associate health with body composition.

[PE.4.L.2.11 \(Archived Standard\):](#)

Develop strategies for improving selected fitness components.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.k:</a>	Select strategies for improving selected fitness components.
<a href="#">PE.4.L.2.Su.k:</a>	Identify strategies for improving selected fitness components.
<a href="#">PE.4.L.2.Pa.k:</a>	Recognize a strategy for improving selected fitness components.

[PE.4.L.2.12 \(Archived Standard\):](#)

Develop short and long-term fitness goals.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.l:</a>	Select short- and long-term fitness goals.
<a href="#">PE.4.L.2.Su.l:</a>	Identify short- and long-term fitness goals.
<a href="#">PE.4.L.2.Pa.l:</a>	Recognize a fitness goal.

Understand appropriate serving size.

[PE.4.L.2.13 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of appropriate serving size would be one-half cup cooked pasta, one cup dry cereal, one cup milk, and one tablespoon peanut butter.

**Related Access Points**

Name	Description
<a href="#">PE.4.L.2.In.m:</a>	Identify a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
<a href="#">PE.4.L.2.Su.m:</a>	Recognize a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
<a href="#">PE.4.L.2.Pa.m:</a>	Associate serving size with amount of food.

Apply movement concepts to the performance of locomotor skills in a variety of movement settings.

[PE.4.M.1.1 \(Archived Standard\):](#)

<b>Remarks/Examples:</b> Some examples of movement settings would be sequences, dances, and games.
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**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.a:</a>	Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.4.M.1.Su.a:</a>	Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.
<a href="#">PE.4.M.1.Pa.a:</a>	Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances, and games.

Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.

[PE.4.M.1.2 \(Archived Standard\):](#)

<b>Remarks/Examples:</b> Some examples of activities to apply this would be volleying, kicking, and punting.
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**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.b:</a>	Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.
<a href="#">PE.4.M.1.Su.b:</a>	Strike a moving object from a stationary position using body parts so that the object travels.
<a href="#">PE.4.M.1.Pa.b:</a>	Swing at a moving object from a stationary position using body parts.

[PE.4.M.1.3 \(Archived Standard\):](#)

Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.c:</a>	Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.
<a href="#">PE.4.M.1.Su.c:</a>	Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.
<a href="#">PE.4.M.1.Pa.c:</a>	Swing at a modified object using a modified paddle/racket.

Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.

[PE.4.M.1.4 \(Archived Standard\):](#)

<b>Remarks/Examples:</b> Some examples of long-handled implements would be golf clubs, bats, and hockey sticks.
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**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.d:</a>	Strike both moving and stationary objects with long-handled implements so the objects travel.
<a href="#">PE.4.M.1.Su.d:</a>	Strike both moving and stationary objects with long-handled implements.
<a href="#">PE.4.M.1.Pa.d:</a>	Strike a modified moving object with a modified long-handled implement.

[PE.4.M.1.5 \(Archived Standard\):](#)

Dribble and pass to a moving partner.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.e:</a>	Dribble and pass to a stationary partner.
<a href="#">PE.4.M.1.Su.e:</a>	Control the ball while dribbling (with hands or feet).
<a href="#">PE.4.M.1.Pa.e:</a>	Throw or kick a ball in a specified direction.

Perform a variety of swim strokes.

[PE.4.M.1.6 \(Archived Standard\):](#)

<b>Remarks/Examples:</b> Some examples of swim strokes would be front crawl, backstroke, elementary back stroke, and modified breaststroke.
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**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.f:</a>	Perform a swim stroke, such as front crawl, backstroke, elementary back stroke, or modified breaststroke.
<a href="#">PE.4.M.1.Su.f:</a>	Perform a guided swim stroke.
<a href="#">PE.4.M.1.Pa.f:</a>	Perform a guided modified swim stroke.

[PE.4.M.1.7 \(Archived Standard\):](#)

Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.g:</a>	Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.
<a href="#">PE.4.M.1.Su.g:</a>	Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.
<a href="#">PE.4.M.1.Pa.g:</a>	Trap modified objects of different sizes with both hands tossed from a distance.

[PE.4.M.1.8 \(Archived Standard\):](#)

Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.h:</a>	Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.
<a href="#">PE.4.M.1.Su.h:</a>	Throw a ball in the direction of a stationary partner from varying distances.
<a href="#">PE.4.M.1.Pa.h:</a>	Toss modified objects from a distance.

Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

[PE.4.M.1.9 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of sequences would be rhythm, movement, and dance. Some examples of manipulatives would be tinkling poles, lummi sticks, and jump ropes.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.i:</a>	Perform a teacher-designed sequence with or without manipulatives, such as tinkling, lummi sticks, or jumping rope, while demonstrating purposeful movements and smooth transitions.
<a href="#">PE.4.M.1.Su.i:</a>	Perform a teacher-designed sequence with or without manipulatives, such as tinkling, lummi sticks, or jumping rope, demonstrating purposeful movements.
<a href="#">PE.4.M.1.Pa.i:</a>	Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.

Perform two or more dances accurately and with good technique.

[PE.4.M.1.10 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of dances would be line, square, contra, folk, step, and social.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.j:</a>	Perform more than one dance, such as square, contra, step, or social.
<a href="#">PE.4.M.1.Su.j:</a>	Imitate a pattern of steps associated with a variety of dances.
<a href="#">PE.4.M.1.Pa.j:</a>	Perform a guided movement associated with more than one dance, such as square, contra, step, or social.

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.

[PE.4.M.1.11 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of movement elements would be balances, rolling actions, changes in speed/direction, and skills requiring weight on hands.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.k:</a>	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique.
<a href="#">PE.4.M.1.Su.k:</a>	Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.
<a href="#">PE.4.M.1.Pa.k:</a>	Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.

[PE.4.M.1.12 \(Archived Standard\):](#)

Run and hurdle a succession of low to medium level obstacles.

**Related Access Points**

Name	Description
<a href="#">PE.4.M.1.In.l:</a>	Run and jump over a low or medium level obstacle.
<a href="#">PE.4.M.1.Su.l:</a>	Walk and jump over a low level obstacle.
<a href="#">PE.4.M.1.Pa.l:</a>	Jump over a low level obstacle.

Recognize the influence of individual differences on participation in physical activities.

[PE.4.R.1.1 \(Archived Standard\):](#)

**Remarks/Examples:**  
Some examples of individual differences would be age, disability, gender, race, culture, and skill level.

**Related Access Points**

Name	Description
<a href="#">PE.4.R.1.In.a:</a>	Recognize the impact of individual differences, such as age, gender, culture, or skill level, in physical activities.
<a href="#">PE.4.R.1.Su.a:</a>	Recognize the impact of individual differences, such as age, gender, or skill level, in physical activities.
<a href="#">PE.4.R.1.Pa.a:</a>	Recognize an individual difference in physical activities.

**PE.4.R.1.2 (Archived Standard):**

Regularly encourage others and refrain from put-down statements.

**Related Access Points**

Name	Description
<a href="#">PE.4.R.1.In.b:</a>	Encourage others and refrain from put-down statements.
<a href="#">PE.4.R.1.Su.b:</a>	Encourage and be kind to others.
<a href="#">PE.4.R.1.Pa.b:</a>	Communicate encouragement to others.

**PE.4.R.1.3 (Archived Standard):**

Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.

**Related Access Points**

Name	Description
<a href="#">PE.4.R.1.In.c:</a>	Demonstrate caring for all students through verbal and non-verbal encouragement and assistance.
<a href="#">PE.4.R.1.Su.c:</a>	Use verbal and non-verbal communication to provide encouragement and assistance for all students.
<a href="#">PE.4.R.1.Pa.c:</a>	Use verbal or non-verbal communication to provide encouragement or assistance for all students.

**PE.4.R.2.1 (Archived Standard):**

Recognize physical activity as a positive opportunity for social and group interaction.

**Related Access Points**

Name	Description
<a href="#">PE.4.R.2.In.a:</a>	Recognize that physical activity is an opportunity for positive social interaction.
<a href="#">PE.4.R.2.Su.a:</a>	Recognize that physical activity with others can be a positive experience.
<a href="#">PE.4.R.2.Pa.a:</a>	Associate physical activity with a positive social experience.

**PE.4.R.2.2 (Archived Standard):**

Choose to practice skills for which improvement is needed.

**Related Access Points**

Name	Description
<a href="#">PE.4.R.2.In.b:</a>	Choose to practice selected skills for which improvement is needed.
<a href="#">PE.4.R.2.Su.b:</a>	Choose to practice a skill for which improvement is needed.
<a href="#">PE.4.R.2.Pa.b:</a>	Practice a skill for which improvement is needed.

**PE.4.R.2.3 (Archived Standard):**

Recognize the connection between skill competence and enjoyment of physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.4.R.2.In.c:</a>	Recognize that enjoyment can come from skill competence.
<a href="#">PE.4.R.2.Su.c:</a>	Recognize that people enjoy physical activities they do well.
<a href="#">PE.4.R.2.Pa.c:</a>	Recognize that physical activity is enjoyable.

**PE.5.C.1.1 (Archived Standard):**

Understand and apply purposeful movement to a variety of movement settings to include designing and performing movement routines.

**Remarks/Examples:**  
Some examples of purposeful movement would be timing, flow, rhythm, and sequencing.

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.a:</a>	Identify and demonstrate purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.5.C.1.Su.a:</a>	Recognize and use purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
<a href="#">PE.5.C.1.Pa.a:</a>	Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.

**PE.5.C.1.2 (Archived Standard):**

Design a new game incorporating skills, rules, and strategies.

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.b:</a>	Combine skills and rules into a new game.

<a href="#">PE.5.C.1.Su.b:</a>	Identify skills and rules of a new game.
<a href="#">PE.5.C.1.Pa.b:</a>	Recognize the rules in a game or activity.

Apply feedback gathered from the use of technology to enhance performance.

[PE.5.C.1.3 \(Archived Standard\):](#)

<b>Remarks/Examples:</b>
Some examples of <u>technology</u> would be pedometers, heart-rate monitors, video, websites, and spreadsheets.

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.c:</a>	Identify and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.5.C.1.Su.c:</a>	Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
<a href="#">PE.5.C.1.Pa.c:</a>	Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors, or video.

Identify and explain the different types of basic water rescue techniques using various types of items.

[PE.5.C.1.4 \(Archived Standard\):](#)

<b>Remarks/Examples:</b>
Some examples of items used in a water rescue would be poles, towels, and flotation devices.

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.d:</a>	Identify the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
<a href="#">PE.5.C.1.Su.d:</a>	Recognize the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
<a href="#">PE.5.C.1.Pa.d:</a>	Recognize items used in water rescue, such as pole, towel, or flotation device.

Identify basic practice and conditioning principles that enhance performance.

[PE.5.C.1.5 \(Archived Standard\):](#)

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.e:</a>	Identify basic practice principles that enhance performance.
<a href="#">PE.5.C.1.Su.e:</a>	Recognize basic practice principles that enhance performance.
<a href="#">PE.5.C.1.Pa.e:</a>	Recognize a basic practice principle that enhances performance.

Categorize basic offensive and defensive tactics for modified invasion and net activities.

[PE.5.C.1.6 \(Archived Standard\):](#)

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.f:</a>	Identify basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.5.C.1.Su.f:</a>	Recognize basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.5.C.1.Pa.f:</a>	Recognize basic offensive or defensive tactics.

Detect, analyze, and correct errors in personal movement patterns.

[PE.5.C.1.7 \(Archived Standard\):](#)

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.g:</a>	Identify and correct errors in personal movement patterns.
<a href="#">PE.5.C.1.Su.g:</a>	Recognize and correct errors in personal movement patterns.
<a href="#">PE.5.C.1.Pa.g:</a>	Recognize and correct an error in selected personal movement patterns.

Compare and contrast skills/sports that use similar patterns/concepts.

[PE.5.C.1.8 \(Archived Standard\):](#)

**Related Access Points**

Name	Description
<a href="#">PE.5.C.1.In.h:</a>	Identify skills and sports that use similar patterns or concepts.
<a href="#">PE.5.C.1.Su.h:</a>	Identify skills that use similar patterns or concepts.
<a href="#">PE.5.C.1.Pa.h:</a>	Recognize skills that use similar patterns or concepts.

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

[PE.5.L.1.1 \(Archived Standard\):](#)

**Related Access Points**

Name	Description
<a href="#">PE.5.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.5.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.

[PE.5.L.1.Pa.a:](#) Participate in modified physical activity on a daily basis.

[PE.5.L.1.2 \(Archived Standard\):](#)

Demonstrate involvement in physical activities both during and after the school day.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.b:</a>	Demonstrate involvement in selected physical activities both during and after the school day.
<a href="#">PE.5.L.1.Su.b:</a>	Demonstrate involvement in modified physical activities both during and after the school day.
<a href="#">PE.5.L.1.Pa.b:</a>	Demonstrate involvement in selected modified physical activities both during and after the school day.

Implement lifestyle behaviors to increase physical activity.

[PE.5.L.1.3 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of lifestyle behaviors would be taking stairs, cycling, rollerblading, and walking.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.c:</a>	Use lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
<a href="#">PE.5.L.1.Su.c:</a>	Perform lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
<a href="#">PE.5.L.1.Pa.c:</a>	Recognize one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.

[PE.5.L.1.4 \(Archived Standard\):](#)

Use technology and/or information literacy to enhance regular participation in physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.d:</a>	Use technology and information literacy to identify selected opportunities for participation in physical activities.
<a href="#">PE.5.L.1.Su.d:</a>	Use selected technology and information literacy to recognize selected opportunities for participation in physical activities.
<a href="#">PE.5.L.1.Pa.d:</a>	Use a technology or information literacy to recognize a selected opportunity for participation in physical activities.

[PE.5.L.1.5 \(Archived Standard\):](#)

Formulate a plan to increase the amount of time spent in physical activity.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.e:</a>	Create a plan to increase the amount of time spent in physical activity.
<a href="#">PE.5.L.1.Su.e:</a>	Select a plan to increase the amount of time spent in physical activity.
<a href="#">PE.5.L.1.Pa.e:</a>	Recognize a plan to increase the amount of time spent in physical activity.

[PE.5.L.1.6 \(Archived Standard\):](#)

Discuss the importance of being visible, being predictable, and communicating when cycling.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.1.In.f:</a>	Identify the importance of being visible and communicating when cycling.
<a href="#">PE.5.L.1.Su.f:</a>	Recognize the importance of being visible and communicating when cycling.
<a href="#">PE.5.L.1.Pa.f:</a>	Recognize the importance of being visible when cycling.

[PE.5.L.2.1 \(Archived Standard\):](#)

Differentiate between muscular strength and muscular endurance.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.a:</a>	Identify muscular strength and muscular endurance.
<a href="#">PE.5.L.2.Su.a:</a>	Recognize muscular strength and muscular endurance.
<a href="#">PE.5.L.2.Pa.a:</a>	Recognize muscular strength or muscular endurance.

[PE.5.L.2.2 \(Archived Standard\):](#)

Participate in selected activities that develop and maintain each component of physical fitness.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.b:</a>	Participate in activities that develop and maintain selected components of physical fitness.
<a href="#">PE.5.L.2.Su.b:</a>	Participate in activities that develop and maintain a component of physical fitness.
<a href="#">PE.5.L.2.Pa.b:</a>	Participate in a guided activity that develops and maintains a component of physical fitness.

[PE.5.L.2.3 \(Archived Standard\):](#)

Analyze one's own physical fitness assessment results and develop strategies to enhance performance.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.c:</a>	Examine personal physical fitness assessment results and use strategies to enhance performance.
<a href="#">PE.5.L.2.Su.c:</a>	Identify personal physical fitness assessment results and use strategies to enhance performance.
<a href="#">PE.5.L.2.Pa.c:</a>	Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.

### [PE.5.L.2.4 \(Archived Standard\):](#)

Explain how technology can assist in the pursuit of physical fitness.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.d:</a>	Describe how technology can assist in the pursuit of physical fitness.
<a href="#">PE.5.L.2.Su.d:</a>	Identify a way that technology can assist in the pursuit of physical fitness.
<a href="#">PE.5.L.2.Pa.d:</a>	Recognize ways that technology can assist in the pursuit of physical fitness.

### [PE.5.L.2.5 \(Archived Standard\):](#)

Apply principles of physical fitness to exercise.

<b>Remarks/Examples:</b> Some examples of principles of physical fitness would be frequency, intensity, and time.
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### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.e:</a>	Use principles of physical fitness, such as frequency, intensity, and time.
<a href="#">PE.5.L.2.Su.e:</a>	Use selected principles of physical fitness, such as frequency, intensity, or time.
<a href="#">PE.5.L.2.Pa.e:</a>	Use a selected principle of physical fitness, such as frequency, intensity, or time.

### [PE.5.L.2.6 \(Archived Standard\):](#)

Identify the heart rate intensity that is necessary to enhance cardiorespiratory endurance.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.f:</a>	Recognize the heart rate intensity that enhances cardiorespiratory endurance.
<a href="#">PE.5.L.2.Su.f:</a>	Recognize that heart rate intensity affects cardiorespiratory endurance.
<a href="#">PE.5.L.2.Pa.f:</a>	Associate heart rate intensity with physical fitness.

### [PE.5.L.2.7 \(Archived Standard\):](#)

Regularly participate in physical activity for the purpose of improving physical fitness.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.g:</a>	Regularly participate in modified physical activity for the purpose of improving physical fitness.
<a href="#">PE.5.L.2.Su.g:</a>	Regularly participate in selected modified physical activity for the purpose of improving physical fitness.
<a href="#">PE.5.L.2.Pa.g:</a>	Regularly participate in guided modified physical activity for the purpose of improving physical fitness.

### [PE.5.L.2.8 \(Archived Standard\):](#)

Select proper stretching exercises to increase flexibility and reduce the chance of injury.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.h:</a>	Identify selected stretching exercises to increase flexibility and reduce the chance of injury.
<a href="#">PE.5.L.2.Su.h:</a>	Recognize selected stretching exercises to perform prior to physical activity.
<a href="#">PE.5.L.2.Pa.h:</a>	Associate a stretching exercise with flexibility.

### [PE.5.L.2.9 \(Archived Standard\):](#)

Describe the benefits of maintaining a healthy body composition.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.i:</a>	Identify the benefits of maintaining a healthy body composition.
<a href="#">PE.5.L.2.Su.i:</a>	Recognize a benefit of maintaining a healthy body composition.
<a href="#">PE.5.L.2.Pa.i:</a>	Recognize a characteristic of a healthy body composition.

### [PE.5.L.2.10 \(Archived Standard\):](#)

Evaluate progress toward short and long-term fitness goals.

### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.j:</a>	Examine progress in achieving short- and long-term fitness goals.
<a href="#">PE.5.L.2.Su.j:</a>	Identify progress in achieving short- and long-term fitness goals.

[PE.5.L.2.Pa.j:](#) Recognize progress in achieving fitness goals.

[PE.5.L.2.11 \(Archived Standard\):](#)

Explain the consequences of a low level of physical fitness on the ability to perform various activities.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.k:</a>	Describe the consequences of a low level of physical fitness on the ability to perform various activities.
<a href="#">PE.5.L.2.Su.k:</a>	Identify consequences of a low level of physical fitness on the ability to perform various activities.
<a href="#">PE.5.L.2.Pa.k:</a>	Recognize a consequence of a low level of physical fitness on the ability to perform various activities.

[PE.5.L.2.12 \(Archived Standard\):](#)

Plan a menu for a balanced meal.

#### Related Access Points

Name	Description
<a href="#">PE.5.L.2.In.l:</a>	Identify food for a balanced meal.
<a href="#">PE.5.L.2.Su.l:</a>	Recognize food for a balanced meal.
<a href="#">PE.5.L.2.Pa.l:</a>	Recognize food in a balanced meal.

Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands.

[PE.5.M.1.1 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of movement settings would be sequences, dances, and games. Some examples of movement concepts would be directions, effort, and relationships.

#### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.a:</a>	Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances, and games.
<a href="#">PE.5.M.1.Su.a:</a>	Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances, and games.
<a href="#">PE.5.M.1.Pa.a:</a>	Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances, and games.

Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.

[PE.5.M.1.2 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of activities to apply this would be volleying, kicking, and punting.

#### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.b:</a>	Approach and strike a moving object with body parts so that the object travels in the intended direction.
<a href="#">PE.5.M.1.Su.b:</a>	Approach and strike a moving object with body parts so that the object travels.
<a href="#">PE.5.M.1.Pa.b:</a>	Strike a moving object from a stationary position using body parts.

[PE.5.M.1.3 \(Archived Standard\):](#)

Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.

#### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.c:</a>	Strike an object more than one time with a partner using a paddle/racquet.
<a href="#">PE.5.M.1.Su.c:</a>	Strike a modified object more than one time to a partner using a paddle/racket.
<a href="#">PE.5.M.1.Pa.c:</a>	Strike a modified object to a partner using a modified paddle/racket.

Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.

[PE.5.M.1.4 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of long-handled implements would be golf clubs, bats, and hockey sticks.

#### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.d:</a>	Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.
<a href="#">PE.5.M.1.Su.d:</a>	Strike both moving and stationary objects with long-handled implements so the objects travel.
<a href="#">PE.5.M.1.Pa.d:</a>	Strike both moving and stationary modified objects with a modified long-handled implement so the objects travel.

Apply dribbling skills in modified games focusing on offensive strategies.

[PE.5.M.1.5 \(Archived Standard\):](#)

#### Remarks/Examples:

Some examples of offensive strategies would be fakes, stopping and starting, changing directions, and changing speeds.

#### Related Access Points

Name	Description
<a href="#">PE.5.M.1.In.e:</a>	Use dribbling skills in modified games.
<a href="#">PE.5.M.1.Su.e:</a>	Perform dribbling skills in various activities.
<a href="#">PE.5.M.1.Pa.e:</a>	Throw or kick a ball to a stationary partner.

Demonstrate proficiency in one or more swim strokes.

[PE.5.M.1.6 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of swim strokes would be front crawl, backstroke, breaststroke, sidestroke, and butterfly.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.f:</a>	Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke, or butterfly.
<a href="#">PE.5.M.1.Su.f:</a>	Perform a swim stroke.
<a href="#">PE.5.M.1.Pa.f:</a>	Perform a modified swim stroke.

[PE.5.M.1.7 \(Archived Standard\):](#)

Catch a variety of objects while traveling and being defended.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.g:</a>	Catch a variety of objects while traveling.
<a href="#">PE.5.M.1.Su.g:</a>	Catch a variety of modified objects while traveling.
<a href="#">PE.5.M.1.Pa.g:</a>	Move to trap modified objects tossed by a stationary partner.

[PE.5.M.1.8 \(Archived Standard\):](#)

Throw a leading pass overhand to a moving partner using a variety of objects.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.h:</a>	Throw a pass overhand to a moving partner using a variety of objects.
<a href="#">PE.5.M.1.Su.h:</a>	Throw a pass to a moving partner.
<a href="#">PE.5.M.1.Pa.h:</a>	Toss modified objects to a recipient (partner).

Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.

[PE.5.M.1.9 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of sequences would be rhythm, movement, and dance. Some examples of manipulatives would be tinkling poles, lummi sticks, and jump ropes.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.i:</a>	Perform a self-designed sequence with or without manipulatives, such as tinkling, lummi sticks, or jumping rope, demonstrating clear shapes, purposeful movements, and smooth transitions.
<a href="#">PE.5.M.1.Su.i:</a>	Perform a self-designed sequence with or without manipulatives, such as tinkling, lummi sticks, or jumping rope, demonstrating clear shapes and purposeful movements.
<a href="#">PE.5.M.1.Pa.i:</a>	Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.

Perform a variety of dances accurately and with good technique.

[PE.5.M.1.10 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of dances would be line, square, contra, folk, step, and social.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.j:</a>	Perform a variety of dances, such as square, contra, step, or social, accurately.
<a href="#">PE.5.M.1.Su.j:</a>	Perform a variety of dances, such as square, contra, step, or social.
<a href="#">PE.5.M.1.Pa.j:</a>	Perform a guided movement associated with a variety of dances.

Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.

[PE.5.M.1.11 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of movement elements would be balances, rolling actions, changes in speed/direction, and skills requiring weight on hands.

**Related Access Points**

Name	Description
<a href="#">PE.5.M.1.In.k:</a>	Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique and smooth transitions.
<a href="#">PE.5.M.1.Su.k:</a>	Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique.

[PE.5.M.1.Pa.k](#): Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.

[PE.5.R.1.1 \(Archived Standard\)](#):

Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.1.In.a</a> :	Recognize selected positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
<a href="#">PE.5.R.1.Su.a</a> :	Recognize a positive attribute that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
<a href="#">PE.5.R.1.Pa.a</a> :	Recognize a positive attribute in another person in physical activities.

[PE.5.R.1.2 \(Archived Standard\)](#):

Arrange equipment safely in a manner appropriate for specific skill practice.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.1.In.b</a> :	Arrange equipment safely and appropriately for practice.
<a href="#">PE.5.R.1.Su.b</a> :	Arrange equipment safely for practice.
<a href="#">PE.5.R.1.Pa.b</a> :	Select equipment to begin an activity.

[PE.5.R.1.3 \(Archived Standard\)](#):

Work productively with a partner to improve performance.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.1.In.c</a> :	Work with a partner to improve performance.
<a href="#">PE.5.R.1.Su.c</a> :	Work with a partner.
<a href="#">PE.5.R.1.Pa.c</a> :	Work with a partner in a guided activity.

[PE.5.R.1.4 \(Archived Standard\)](#):

Recognize and appreciate similar and different activity choices of peers.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.1.In.d</a> :	Recognize similar and different activity choices of peers.
<a href="#">PE.5.R.1.Su.d</a> :	Recognize different activity choices made by peers.
<a href="#">PE.5.R.1.Pa.d</a> :	Recognize activity choices of others.

[PE.5.R.2.1 \(Archived Standard\)](#):

Recognize that participation in physical activity is a source of self-expression and meaning.

**Remarks/Examples:**  
Some examples of self-expression or meaning would be aesthetic, challenging, pleasurable, fun, and social.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.2.In.a</a> :	Recognize that participation in physical activity can be challenging, pleasurable, and fun.
<a href="#">PE.5.R.2.Su.a</a> :	Recognize that participation in physical activity can be fun and pleasurable.
<a href="#">PE.5.R.2.Pa.a</a> :	Recognize that participation in physical activity can be fun.

[PE.5.R.2.2 \(Archived Standard\)](#):

Defend the benefits of physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.2.In.b</a> :	Identify benefits of physical activity.
<a href="#">PE.5.R.2.Su.b</a> :	Recognize benefits of physical activity.
<a href="#">PE.5.R.2.Pa.b</a> :	Recognize a benefit of physical activity.

[PE.5.R.2.3 \(Archived Standard\)](#):

Identify enjoyable physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.5.R.2.In.c</a> :	Identify selected enjoyable physical activities.
<a href="#">PE.5.R.2.Su.c</a> :	Recognize selected enjoyable physical activities.
<a href="#">PE.5.R.2.Pa.c</a> :	Recognize an enjoyable physical activity.

Recognize locomotor skills.

[PE.K.C.1.1 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of locomotor skills would be walking, running, skipping, leaping, hopping, jumping, and galloping.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.a:</a>	Recognize more than two locomotor skills, such as walk, run, skip, leap, jump, and gallop.
<a href="#">PE.K.C.1.Su.a:</a>	Recognize more than one locomotor skill, such as walk, run, skip, leap, jump, and gallop.
<a href="#">PE.K.C.1.Pa.a:</a>	Associate movement with a locomotor skill, such as walk, run, skip, leap, jump, or gallop.

[PE.K.C.1.2 \(Archived Standard\):](#)

Recognize physical activities have safety rules and procedures.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.b:</a>	Recognize that physical activities have safety rules.
<a href="#">PE.K.C.1.Su.b:</a>	Recognize that a physical activity has safety rules.
<a href="#">PE.K.C.1.Pa.b:</a>	Recognize a safety rule.

[PE.K.C.1.3 \(Archived Standard\):](#)

Recognize technology can be utilized during physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.c:</a>	Recognize technology used during physical activity.
<a href="#">PE.K.C.1.Su.c:</a>	Recognize a technology used during physical activity.
<a href="#">PE.K.C.1.Pa.c:</a>	Associate a technology with a physical activity.

[PE.K.C.1.4 \(Archived Standard\):](#)

Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.d:</a>	Recognize the dangers of entering a body of water without supervision.
<a href="#">PE.K.C.1.Su.d:</a>	Associate bodies of water with danger and the need for supervision.
<a href="#">PE.K.C.1.Pa.d:</a>	Associate bodies of water with danger.

[PE.K.C.1.5 \(Archived Standard\):](#)

Recognize the concept of a dominant hand/foot for throwing/striking patterns.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.e:</a>	Associate a dominant hand and foot with throwing or striking.
<a href="#">PE.K.C.1.Su.e:</a>	Associate a dominant hand or foot with throwing or striking.
<a href="#">PE.K.C.1.Pa.e:</a>	Recognize a hand or foot.

[PE.K.C.1.6 \(Archived Standard\):](#)

Recite cues for a variety of movement patterns and skills.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.f:</a>	Repeat cues for movement patterns or skills.
<a href="#">PE.K.C.1.Su.f:</a>	Repeat a cue for one movement pattern or skill.
<a href="#">PE.K.C.1.Pa.f:</a>	Associate a cue with a movement pattern or skill.

[PE.K.C.1.7 \(Archived Standard\):](#)

Identify personal and general space.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.g:</a>	Recognize personal and general space.
<a href="#">PE.K.C.1.Su.g:</a>	Recognize location in general space.
<a href="#">PE.K.C.1.Pa.g:</a>	Associate location with general space.

[PE.K.C.1.8 \(Archived Standard\):](#)

Recognize movement concepts.

**Remarks/Examples:**

Some examples of movement concepts would be directions, pathways, and levels.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.1.In.h:</a>	Recognize a movement concept, such as direction, pathway, or level.
<a href="#">PE.K.C.1.Su.h:</a>	Recognize a directional movement, such as up, down, over, or under.
<a href="#">PE.K.C.1.Pa.h:</a>	Associate movement with a direction.

[PE.K.C.1.9 \(Archived Standard\):](#)

Identify body parts.

#### Related Access Points

Name	Description
<a href="#">PE.K.C.1.In.i:</a>	Recognize body parts, such as head, hands, feet, arms, and legs.
<a href="#">PE.K.C.1.Su.i:</a>	Recognize selected body parts, such as head, hands, and feet.
<a href="#">PE.K.C.1.Pa.i:</a>	Recognize a body part.

[PE.K.L.1.1 \(Archived Standard\):](#)

Participate in moderate to vigorous physical activity (MVPA) on a daily basis.

#### Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.a:</a>	Participate in moderate physical activity on a daily basis.
<a href="#">PE.K.L.1.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.K.L.1.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.K.L.1.2 \(Archived Standard\):](#)

Identify opportunities for involvement in physical activities both during and after the school day.

#### Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.b:</a>	Recognize opportunities for involvement in physical activities both during and after the school day.
<a href="#">PE.K.L.1.Su.b:</a>	Recognize opportunities for involvement in modified physical activities both during and after the school day.
<a href="#">PE.K.L.1.Pa.b:</a>	Associate selected modified physical activities with experiences during and after the school day.

[PE.K.L.1.3 \(Archived Standard\):](#)

Describe physical activity goal-setting.

#### Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.c:</a>	Identify a physical activity goal.
<a href="#">PE.K.L.1.Su.c:</a>	Recognize a physical activity goal.
<a href="#">PE.K.L.1.Pa.c:</a>	Associate a goal with completion of a selected physical activity.

[PE.K.L.1.4 \(Archived Standard\):](#)

Invite others to participate in physical activities with them.

#### Remarks/Examples:

Some examples of people who could be invited to participate with them would be parents, siblings, and friends.

#### Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.d:</a>	Ask others, such as parents, siblings, and friends to participate in physical activities with them.
<a href="#">PE.K.L.1.Su.d:</a>	Welcome others, such as parents, siblings, and friends to participate in physical activities with them.
<a href="#">PE.K.L.1.Pa.d:</a>	Allow others, such as parents, siblings, and friends to participate in physical activities with them.

[PE.K.L.1.5 \(Archived Standard\):](#)

Recognize that physical activity is good for you.

#### Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.e:</a>	Recognize that selected physical activities are good for you.
<a href="#">PE.K.L.1.Su.e:</a>	Recognize that a physical activity is good for you.
<a href="#">PE.K.L.1.Pa.e:</a>	Associate physical activity with feeling well.

[PE.K.L.1.6 \(Archived Standard\):](#)

Verbally state the search (look left, look right, look left again) used before crossing a roadway.

#### Related Access Points

Name	Description
<a href="#">PE.K.L.1.In.f:</a>	Repeat the search used before crossing a road, such as look left, look right, and look left again.
<a href="#">PE.K.L.1.Su.f:</a>	Repeat a model of the search with associated movements used before crossing a road, such as look left, look right, and look left again.
<a href="#">PE.K.L.1.Pa.f:</a>	Perform a search using guided movements before crossing a road, such as look left, look right, and look left again.

[PE.K.L.2.1 \(Archived Standard\):](#)

Recognize that strong muscles help the body perform physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.2.In.a:</a>	Recognize that muscles help you move in physical activities.
<a href="#">PE.K.L.2.Su.a:</a>	Associate muscles with movement of the body in physical activities.
<a href="#">PE.K.L.2.Pa.a:</a>	Associate movement with physical activity.

Recognize the physiological signs of physical activity.

[PE.K.L.2.2 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of the physiological signs of physical activity would be an increased heart rate and faster breathing.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.2.In.b:</a>	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.K.L.2.Su.b:</a>	Associate physical activity with increased heart rate or breathing.
<a href="#">PE.K.L.2.Pa.b:</a>	Associate physical activity with physical change.

[PE.K.L.2.3 \(Archived Standard\):](#)

Recognize the difference in the activity of the heart during rest and while physically active.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.2.In.c:</a>	Recognize a physiological sign of physical activity, such as increased heart rate and faster breathing.
<a href="#">PE.K.L.2.Su.c:</a>	Associate physical activity with increased heart rate or breathing.
<a href="#">PE.K.L.2.Pa.c:</a>	Associate physical activity with physical change.

[PE.K.L.2.4 \(Archived Standard\):](#)

Participate in a variety of games that increase breathing and heart rate.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.2.In.d:</a>	Participate in a variety of activities that increase breathing and heart rate.
<a href="#">PE.K.L.2.Su.d:</a>	Participate in selected activities that increase breathing and heart rate.
<a href="#">PE.K.L.2.Pa.d:</a>	Participate safely in an activity that increases breathing and heart rate.

[PE.K.L.2.5 \(Archived Standard\):](#)

Recognize that flexibility is important.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.2.In.e:</a>	Recognize characteristics of flexibility.
<a href="#">PE.K.L.2.Su.e:</a>	Recognize a characteristic of flexibility.
<a href="#">PE.K.L.2.Pa.e:</a>	Associate flexibility with movement.

[PE.K.L.2.6 \(Archived Standard\):](#)

Differentiate between healthy and unhealthy food choices.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.2.In.f:</a>	Identify healthy and unhealthy food choices.
<a href="#">PE.K.L.2.Su.f:</a>	Recognize healthy and unhealthy food choices.
<a href="#">PE.K.L.2.Pa.f:</a>	Recognize a healthy food.

[PE.K.M.1.1 \(Archived Standard\):](#)

Use a variety of locomotor skills to travel in personal and general space.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.a:</a>	Perform locomotor skills to travel in personal and general space.
<a href="#">PE.K.M.1.Su.a:</a>	Perform locomotor skills to travel in general space.
<a href="#">PE.K.M.1.Pa.a:</a>	Perform guided locomotor skills.

[PE.K.M.1.2 \(Archived Standard\):](#)

Strike objects using body parts forcefully.

**Related Access Points**

Name	Description
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<a href="#">PE.K.M.1.In.b:</a>	Strike a stationary, modified object with a body part.
<a href="#">PE.K.M.1.Su.b:</a>	Swing and make contact with a modified object with a body part.
<a href="#">PE.K.M.1.Pa.b:</a>	Swing at a stationary, modified object with a body part.

[PE.K.M.1.3 \(Archived Standard\):](#)

Balance a lightweight object on a paddle while moving.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.c:</a>	Balance a lightweight object on a paddle.
<a href="#">PE.K.M.1.Su.c:</a>	Balance a modified lightweight object on a paddle.
<a href="#">PE.K.M.1.Pa.c:</a>	Balance a modified lightweight object on a modified paddle.

Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.

[PE.K.M.1.4 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.d:</a>	Strike a modified object using a modified implement.
<a href="#">PE.K.M.1.Su.d:</a>	Swing and make contact with a modified object using a modified implement.
<a href="#">PE.K.M.1.Pa.d:</a>	Swing at a modified object using a modified implement.

[PE.K.M.1.5 \(Archived Standard\):](#)

Use two hands to bounce and catch a large playground ball.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.e:</a>	Release and catch a large playground ball.
<a href="#">PE.K.M.1.Su.e:</a>	Use two hands to trap a large playground ball.
<a href="#">PE.K.M.1.Pa.e:</a>	Hold and release modified objects with arms or hands.

Participate in a variety of introductory water skills.

[PE.K.M.1.6 \(Archived Standard\):](#)

**Remarks/Examples:**

Some examples of introductory water skills would be water entry, putting face in water, and supported with feet off the bottom.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.Su.f:</a>	Participate in a variety of selected modified introductory water skills.
<a href="#">PE.K.M.1.Pa.f:</a>	Participate in a variety of guided modified introductory water skills.

[PE.K.M.1.7 \(Archived Standard\):](#)

Catch a variety of self-tossed objects.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.g:</a>	Catch a variety of self-tossed modified objects.
<a href="#">PE.K.M.1.Su.g:</a>	Use two hands to trap modified objects.
<a href="#">PE.K.M.1.Pa.g:</a>	Hold modified objects with arms or hands.

[PE.K.M.1.8 \(Archived Standard\):](#)

Roll and throw a variety of objects using an underhand motion.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.h:</a>	Roll and throw a variety of modified objects using an underhand motion.
<a href="#">PE.K.M.1.Su.h:</a>	Roll and throw a variety of modified objects.
<a href="#">PE.K.M.1.Pa.h:</a>	Roll modified objects.

[PE.K.M.1.9 \(Archived Standard\):](#)

Throw a variety of objects forcefully using an overhand motion.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.i:</a>	Throw a variety of objects using an overhand motion.
<a href="#">PE.K.M.1.Su.i:</a>	Throw a variety of modified objects.
<a href="#">PE.K.M.1.Pa.i:</a>	Swing arm and release modified objects from hand.

[PE.K.M.1.10 \(Archived Standard\):](#)

Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.j:</a>	Perform a creative movement sequence with use of one movement concept.
<a href="#">PE.K.M.1.Su.j:</a>	Perform a creative movement sequence.
<a href="#">PE.K.M.1.Pa.j:</a>	Perform a guided movement.

[PE.K.M.1.11 \(Archived Standard\):](#)

Balance on a variety of body parts.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.k:</a>	Balance on a body part.
<a href="#">PE.K.M.1.Su.k:</a>	Balance on two points of contact.
<a href="#">PE.K.M.1.Pa.k:</a>	Balance body to remain stationary.

[PE.K.M.1.12 \(Archived Standard\):](#)

Perform a variety of rolling actions.

**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.In.l:</a>	Perform more than one rolling action.
<a href="#">PE.K.M.1.Su.l:</a>	Perform a log roll.
<a href="#">PE.K.M.1.Pa.l:</a>	Perform a partial log roll, such as rolling to one side or from front to back.

[PE.K.M.1.13 \(Archived Standard\):](#)

Move in a variety of ways in relation to others.

<b>Remarks/Examples:</b> Some examples of this would be chasing, fleeing, and dodging.
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**Related Access Points**

Name	Description
<a href="#">PE.K.M.1.Su.m:</a>	Imitate ways to move, such as chasing and fleeing.
<a href="#">PE.K.M.1.Pa.m:</a>	Move from one place to another.

[PE.K.R.1.1 \(Archived Standard\):](#)

Treat others with respect during play.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.1.In.a:</a>	Show respect for others during play.
<a href="#">PE.K.R.1.Su.a:</a>	Show respect for others during selected play activities.
<a href="#">PE.K.R.1.Pa.a:</a>	Show respect when others are present.

[PE.K.R.1.2 \(Archived Standard\):](#)

Practice specific skills as assigned until the teacher signals the end of practice.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.1.In.b:</a>	Practice assigned skills until the teacher signals the end of practice.
<a href="#">PE.K.R.1.Su.b:</a>	Practice until the teacher signals the end of practice.
<a href="#">PE.K.R.1.Pa.b:</a>	Practice and recognize the teacher's signal to end practice.

[PE.K.R.1.3 \(Archived Standard\):](#)

Use equipment safely and properly.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.1.In.c:</a>	Use equipment for its intended purpose.
<a href="#">PE.K.R.1.Su.c:</a>	Use the appropriate equipment for a physical activity.
<a href="#">PE.K.R.1.Pa.c:</a>	Associate the equipment with a physical activity.

[PE.K.R.1.4 \(Archived Standard\):](#)

Identify sharing with a partner as a way to cooperate.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.1.In.d:</a>	Identify sharing as a way to work with others.

<a href="#">PE.K.R.1.Su.d:</a>	Recognize sharing as a way to work with others.
<a href="#">PE.K.R.1.Pa.d:</a>	Associate sharing with working with others.

[PE.K.R.2.1 \(Archived Standard\):](#)

Identify physical activities that are enjoyable.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.2.In.a:</a>	Recognize physical activities that are enjoyable.
<a href="#">PE.K.R.2.Su.a:</a>	Recognize a physical activity that is enjoyable.
<a href="#">PE.K.R.2.Pa.a:</a>	Associate physical activity with enjoyment.

[PE.K.R.2.2 \(Archived Standard\):](#)

Willingly try new movements and motor skills.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.2.In.b:</a>	Willingly try new motor movements.
<a href="#">PE.K.R.2.Su.b:</a>	Willingly try selected new motor movements.
<a href="#">PE.K.R.2.Pa.b:</a>	Try guided motor movements.

[PE.K.R.2.3 \(Archived Standard\):](#)

Continue to participate when not successful on the first try.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.2.In.c:</a>	Continue to participate when not successful.
<a href="#">PE.K.R.2.Su.c:</a>	Continue to try when not successful.
<a href="#">PE.K.R.2.Pa.c:</a>	Continue to attend when not successful.

[PE.K.R.2.4 \(Archived Standard\):](#)

Enjoy participation alone and with others.

**Related Access Points**

Name	Description
<a href="#">PE.K.R.2.In.d:</a>	Enjoy playing alone and with others.
<a href="#">PE.K.R.2.Su.d:</a>	Enjoy playing alone or with others.
<a href="#">PE.K.R.2.Pa.d:</a>	Enjoy playing in guided activities.

Recognize locomotor skills.

[PE.K.C.2.1:](#)

**Remarks/Examples:**  
Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.a:</a>	Recognize more than two locomotor skills, such as walking, running, skipping, leaping, jumping and galloping.
<a href="#">PE.K.C.2.Su.a:</a>	Recognize more than one locomotor skill, such as walking, running, skipping, leaping, jumping and galloping.
<a href="#">PE.K.C.2.Pa.a:</a>	Associate movement with a locomotor skill, such as walking, running, skipping, leaping, jumping or galloping.

Recognize physical activities have safety rules and procedures.

[PE.K.C.2.2:](#)

**Remarks/Examples:**  
An example would be to put equipment away when not in use in order to keep the physical activity area safe.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.b:</a>	Recognize that physical activities have safety rules.
<a href="#">PE.K.C.2.Su.b:</a>	Recognize that a physical activity has safety rules.
<a href="#">PE.K.C.2.Pa.b:</a>	Recognize a safety rule.

Recognize technology can be utilized during physical activity.

[PE.K.C.2.3:](#)

**Remarks/Examples:**  
Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.c:</a>	Recognize technology used during physical activity.
<a href="#">PE.K.C.2.Su.c:</a>	Recognize a technology used during physical activity.
<a href="#">PE.K.C.2.Pa.c:</a>	Associate a technology with a physical activity.

Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision.

[PE.K.C.2.4:](#)

**Remarks/Examples:**

An example of a danger is entering the water when there is not an adult present.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.d:</a>	Recognize the dangers of entering a body of water without supervision.
<a href="#">PE.K.C.2.Su.d:</a>	Associate bodies of water with danger and the need for supervision.
<a href="#">PE.K.C.2.Pa.d:</a>	Associate bodies of water with danger.

Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns.

[PE.K.C.2.5:](#)

**Remarks/Examples:**

A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.e:</a>	Associate a dominant hand and foot with throwing or striking.
<a href="#">PE.K.C.2.Su.e:</a>	Associate a dominant hand or foot with throwing or striking.
<a href="#">PE.K.C.2.Pa.e:</a>	Recognize a hand or foot.

Recite cues for a variety of movement patterns and skills.

[PE.K.C.2.6:](#)

**Remarks/Examples:**

Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.f:</a>	Repeat cues for movement patterns or skills.
<a href="#">PE.K.C.2.Su.f:</a>	Repeat a cue for one movement pattern or skill.
<a href="#">PE.K.C.2.Pa.f:</a>	Associate a cue with a movement pattern or skill.

[PE.K.C.2.7:](#)

Identify personal and general space.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.g:</a>	Recognize personal and general space.
<a href="#">PE.K.C.2.Su.g:</a>	Recognize location in general space.
<a href="#">PE.K.C.2.Pa.g:</a>	Associate location with general space.

Recognize movement concepts.

[PE.K.C.2.8:](#)

**Remarks/Examples:**

Some examples of movement concepts are directions, pathways and levels.

**Related Access Points**

Name	Description
<a href="#">PE.K.C.2.In.h:</a>	Recognize a movement concept, such as direction, pathway or level.
<a href="#">PE.K.C.2.Su.h:</a>	Recognize a directional movement, such as up, down, over or under.
<a href="#">PE.K.C.2.Pa.h:</a>	Associate movement with a direction.

[PE.K.L.3.1:](#)

Identify a moderate physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.3.In.a:</a>	Recognize a moderate physical activity.
<a href="#">PE.K.L.3.Su.a:</a>	Recognize a moderate modified physical activity.
<a href="#">PE.K.L.3.Pa.a:</a>	Recognize a modified physical activity.

[PE.K.L.3.2:](#)

Identify a vigorous physical activity.

**Related Access Points**

Name	Description
<a href="#">PE.K.L.3.In.b:</a>	Recognize a vigorous physical activity.
<a href="#">PE.K.L.3.Su.b:</a>	Recognize a physical activity.
<a href="#">PE.K.L.3.Pa.b:</a>	Explore physical activities.

## Related Certifications

- [Physical Education \(Grades K-8\)](#)
- [Physical Education \(Elementary and Secondary Grades K-12\)](#)
- [Physical Education \(Grades K-8\) Plus Adaptive Physical Education Endorsement](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)
- [Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)



# Access Physical Education Grade Kindergarten (#7715020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7715020

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

**Abbreviated Title:** ACCESS PE GRADE K

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">PE.K.C.2.1:</a>	Recognize locomotor skills. <b>Remarks/Examples:</b> Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
<a href="#">PE.K.C.2.2:</a>	Recognize physical activities have safety rules and procedures. <b>Remarks/Examples:</b> An example would be to put equipment away when not in use in order to keep the physical activity area safe.
<a href="#">PE.K.C.2.3:</a>	Recognize technology can be utilized during physical activity. <b>Remarks/Examples:</b> Some examples of developmentally-appropriate technology for students to recognize are stop watches, pedometers and scales.
<a href="#">PE.K.C.2.4:</a>	Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. <b>Remarks/Examples:</b> An example of a danger is entering the water when there is not an adult present.
<a href="#">PE.K.C.2.5:</a>	Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns. <b>Remarks/Examples:</b> A dominant hand/foot is the one selected by the student that feels most natural for throwing/striking/kicking.
	Recite cues for a variety of movement patterns and skills.

<a href="#">PE.K.C.2.6:</a>	<b>Remarks/Examples:</b> Some examples of movement patterns and skills are locomotor, non-locomotor, throwing and catching.
<a href="#">PE.K.C.2.7:</a>	Identify personal and general space. Recognize movement concepts.
<a href="#">PE.K.C.2.8:</a>	<b>Remarks/Examples:</b> Some examples of movement concepts are directions, pathways and levels.
<a href="#">PE.K.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.K.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.K.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.K.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.K.L.3.5:</a>	Describe physical-activity goal-setting.
<a href="#">PE.K.L.3.6:</a>	Identify the benefits of participating in physical activity.
<a href="#">PE.K.L.3.7:</a>	Verbally state the search used before crossing a roadway.
<a href="#">PE.K.L.4.1:</a>	Identify the location of muscles that help the body perform specific physical activities.
<a href="#">PE.K.L.4.2:</a>	Identify that the heart beats faster during more intense physical activity.
<a href="#">PE.K.L.4.3:</a>	Identify activities that increase breathing and heart rate.
<a href="#">PE.K.L.4.4:</a>	Identify a physiological sign of participating in physical activity.
<a href="#">PE.K.L.4.5:</a>	Identify a benefit of flexibility.
<a href="#">PE.K.L.4.6:</a>	Differentiate between healthy and unhealthy food choices. Use a variety of locomotor skills to travel in personal and general space.
<a href="#">PE.K.M.1.1:</a>	<b>Remarks/Examples:</b> Some examples of locomotor skills are running, galloping and skipping.
	Strike objects using body parts forcefully.
<a href="#">PE.K.M.1.2:</a>	<b>Remarks/Examples:</b> An example is kicking a soccer ball with your foot.
<a href="#">PE.K.M.1.3:</a>	Balance a lightweight object on a paddle/racket while moving. Strike an object forcefully using a modified, long-handled implement of various sizes, weights and compositions.
<a href="#">PE.K.M.1.4:</a>	<b>Remarks/Examples:</b> Some examples of modified, developmentally- appropriate long-handled implements are bats, hockey sticks and golf clubs.
<a href="#">PE.K.M.1.5:</a>	Use two hands to bounce and catch a large playground ball. Participate in a variety of introductory water skills.
<a href="#">PE.K.M.1.6:</a>	<b>Remarks/Examples:</b> Some examples of introductory water skills are water entry, putting face in water and supported with feet off the bottom.
<a href="#">PE.K.M.1.7:</a>	Catch a variety of self-tossed objects.
<a href="#">PE.K.M.1.8:</a>	Roll and throw a variety of objects using an underhand motion.
<a href="#">PE.K.M.1.9:</a>	Throw a variety of objects forcefully using an overhand motion.
<a href="#">PE.K.M.1.10:</a>	Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape.
<a href="#">PE.K.M.1.11:</a>	Balance on a variety of body parts. Perform a variety of rolling actions.
<a href="#">PE.K.M.1.12:</a>	<b>Remarks/Examples:</b> Some examples of rolling actions are pencil roll and forward roll.
	Move in a variety of ways in relation to others.
<a href="#">PE.K.M.1.13:</a>	<b>Remarks/Examples:</b> Some examples of this are chasing, fleeing and dodging.
<a href="#">PE.K.R.5.1:</a>	Identify ways to cooperate with a partner during physical activity.
<a href="#">PE.K.R.5.2:</a>	Use equipment safely and properly.
<a href="#">PE.K.R.5.3:</a>	Identify ways to treat others with respect during physical activity.
<a href="#">PE.K.R.6.1:</a>	Identify physical activities that are enjoyable.
<a href="#">PE.K.R.6.2:</a>	Identify a benefit of willingly trying new movements and motor skills.
<a href="#">PE.K.R.6.3:</a>	Identify the benefits of continuing to participate when not successful on the first try. Name situations when a health-related decision can be made individually or when assistance is needed.
<a href="#">HE.K.B.5.1:</a>	<b>Remarks/Examples:</b> Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
	Recognize the physical dimensions of health.
<a href="#">HE.K.C.1.2:</a>	<b>Remarks/Examples:</b> Hygiene, exercise, eating habits, and cooperation.
	Identify healthy practices and behaviors to maintain or improve personal health.
<a href="#">HE.K.P.7.1:</a>	<b>Remarks/Examples:</b> Seek a safe environment, seek help, and practice universal precautions.
<a href="#">MAFS.K.G.1.1:</a>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Related Certifications

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Physical Education \(Grades K-8\)](#)

[Physical Education \(Elementary and Secondary Grades K-12\)](#)

[Adaptive Physical Education Endorsement Plus Physical Education \(Grades K-8\)](#)

There are more than 21 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15805>



# Access Physical Education Grade 1 (#7715025)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7715025

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

**Abbreviated Title:** ACCESS PE GRADE 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">PE.1.C.2.1:</a>	Identify the critical elements of locomotor skills. <b>Remarks/Examples:</b> Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.
<a href="#">PE.1.C.2.2:</a>	Identify safety rules and procedures for teacher-selected physical activities. <b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
<a href="#">PE.1.C.2.3:</a>	Identify technology that can be utilized to enhance physical activity. <b>Remarks/Examples:</b> Some examples of developmentally-appropriate technology for students to identify are stop watches, pedometers and scales.
<a href="#">PE.1.C.2.4:</a>	Identify the rules for safe water activities, and recognize the importance of having a lifeguard near water or in a swimming facility. <b>Remarks/Examples:</b> An example of a rule for safe water activity would be the use of a life jacket.
<a href="#">PE.1.C.2.5:</a>	Recognize the importance of practicing to improve performance. <b>Remarks/Examples:</b> An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.
<a href="#">PE.1.C.2.6:</a>	Use skill cues to improve performance. <b>Remarks/Examples:</b> Some examples of skill cues are palm up for an underhand throw and keep ball close to body when dribbling.

	Identify dominant hand/foot for use with throwing/dribbling/striking/kicking skills.
<a href="#">PE.1.C.2.7:</a>	<b>Remarks/Examples:</b> A dominant hand/foot is the one selected by the student that feels most natural for throwing/dribbling/striking/kicking patterns.
	Identify movement concepts.
<a href="#">PE.1.C.2.8:</a>	<b>Remarks/Examples:</b> Some examples of movement concepts are directions, pathways and levels.
	Name examples of warm-up and cool-down exercises.
<a href="#">PE.1.C.2.9:</a>	<b>Remarks/Examples:</b> An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.
<a href="#">PE.1.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.1.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.1.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.1.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.1.L.3.5:</a>	Set physical-activity goals.
<a href="#">PE.1.L.3.6:</a>	Identify the health benefits of physical activity.
<a href="#">PE.1.L.3.7:</a>	Identify edges, pedestrians, vehicles and traffic.
<a href="#">PE.1.L.4.1:</a>	Identify a benefit of strengthening muscles.
<a href="#">PE.1.L.4.2:</a>	Identify the components of health-related physical fitness.
<a href="#">PE.1.L.4.3:</a>	Identify the changes in heart rate before, during and after physical activity.
<a href="#">PE.1.L.4.4:</a>	Identify the difference in the activity of the heart during rest and while physically active.
<a href="#">PE.1.L.4.5:</a>	Discuss the physiological signs of physical activity.
<a href="#">PE.1.L.4.6:</a>	Identify how to properly flex and extend body parts to promote flexibility.
<a href="#">PE.1.L.4.7:</a>	Identify the food groups.
<a href="#">PE.1.M.1.1:</a>	Travel using various locomotor skills while changing directions, pathways and speeds.
	Strike an object upward using body parts.
<a href="#">PE.1.M.1.2:</a>	<b>Remarks/Examples:</b> An example is using different body parts to strike a balloon or beach ball upward.
<a href="#">PE.1.M.1.3:</a>	Strike a lightweight object upward continuously using a paddle/racket.
	Strike a stationary object a short distance using a modified, long-handled implement so that the object travels in the intended direction.
<a href="#">PE.1.M.1.4:</a>	<b>Remarks/Examples:</b> Some examples of modified, developmentally- appropriate, long-handled implements are bats, hockey sticks and golf clubs.
<a href="#">PE.1.M.1.5:</a>	Dribble an object with hands or feet while demonstrating control in general space.
	Demonstrate a variety of basic water skills.
<a href="#">PE.1.M.1.6:</a>	<b>Remarks/Examples:</b> Some examples of basic water skills are prone float and recover, back float with assistance and move forward and backward with assistance.
<a href="#">PE.1.M.1.7:</a>	Move in different directions to catch a variety of self-tossed objects.
<a href="#">PE.1.M.1.8:</a>	Demonstrate an underhand-throwing motion for accuracy using correct technique.
<a href="#">PE.1.M.1.9:</a>	Demonstrate an overhand-throwing motion for distance using correct technique.
<a href="#">PE.1.M.1.10:</a>	Perform a self-designed creative movement/dance sequence with a clear beginning balance, use of one movement and a different and clear ending shape.
<a href="#">PE.1.M.1.11:</a>	Demonstrate a sequence of a balance, a roll and a different balance.
	Demonstrate the ability to take weight onto hands.
<a href="#">PE.1.M.1.12:</a>	<b>Remarks/Examples:</b> Some developmentally appropriate examples are donkey kicks and hand stands.
<a href="#">PE.1.M.1.13:</a>	Chase, flee and dodge to avoid or catch others.
	Use a variety of takeoff and landing patterns to jump, hop and leap safely in relation to various types of equipment.
<a href="#">PE.1.M.1.14:</a>	<b>Remarks/Examples:</b> Some examples of equipment are hoops, stationary ropes and boxes.
<a href="#">PE.1.R.5.1:</a>	List a benefit resulting from cooperation and sharing during physical activity.
<a href="#">PE.1.R.5.2:</a>	Use physical-activity space safely and properly.
<a href="#">PE.1.R.5.3:</a>	Demonstrate consideration of others while participating in physical activity.
<a href="#">PE.1.R.6.1:</a>	Identify physical-activity preferences.
<a href="#">PE.1.R.6.2:</a>	Identify feelings resulting from participation in physical activity.
<a href="#">PE.1.R.6.3:</a>	Identify the benefits of learning new movement skills.
	Identify healthy options to health-related issues or problems.
<a href="#">HE.1.B.5.2:</a>	<b>Remarks/Examples:</b> Wearing bike helmet, using age- appropriate restraints, and reporting danger.
	Describe ways to prevent common communicable diseases.
<a href="#">HE.1.C.1.3:</a>	<b>Remarks/Examples:</b> Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.
	Encourage others to make positive health choices.
<a href="#">HE.1.P.8.1:</a>	<b>Remarks/Examples:</b> Use sunscreen, cross the street at marked areas, and select healthy foods.
<a href="#">MAFS.1.OA.3.5:</a>	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Grades K-8)</a>
<a href="#">Adaptive Physical Education Endorsement</a> Plus <a href="#">Physical Education (Grades K-8)</a>

There are more than 19 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15806>



# Access Physical Education Grade 2 (#7715030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7715030

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

**Abbreviated Title:** ACCESS PE GRADE 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">PE.2.C.2.1:</a>	Describe the critical elements of locomotor skills. <b>Remarks/Examples:</b> An example of a critical element of jumping is beginning and ending on two feet.
<a href="#">PE.2.C.2.2:</a>	Identify safety rules and procedures for selected physical activities. <b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.
<a href="#">PE.2.C.2.3:</a>	Utilize technology to enhance experiences in physical education. <b>Remarks/Examples:</b> Some examples of developmentally-appropriate technology are stop watches, pedometers and scales.
<a href="#">PE.2.C.2.4:</a>	Explain the importance of wearing a life jacket (personal flotation device) when on a boat or near water. Explain how appropriate practice improves the performance of movement skills.
<a href="#">PE.2.C.2.5:</a>	<b>Remarks/Examples:</b> An example is initially getting two out of five bean bags into a hoop while performing an underhand toss, then improving to four out of five due to practicing.
<a href="#">PE.2.C.2.6:</a>	Apply teacher feedback to effect change in performance. <b>Remarks/Examples:</b> An example is a student applying teacher feedback of stepping with the opposite foot when throwing a ball in order to improve performance.
<a href="#">PE.2.C.2.7:</a>	Describe movement concepts. <b>Remarks/Examples:</b>

	Some examples of movement concepts are directions, pathways and levels.
	Explain the importance of warm-up and cool-down activities.
<a href="#">PE.2.C.2.8:</a>	<b>Remarks/Examples:</b> An example of the importance for warm-up activities is the prevention of injuries.
	Define offense and defense.
<a href="#">PE.2.C.2.9:</a>	<b>Remarks/Examples:</b> Offense is when a team is attempting to score and defense is when a team is trying to prevent the other team from scoring.
<a href="#">PE.2.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.2.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.2.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.2.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.2.L.3.5:</a>	Set and meet physical-activity goals.
<a href="#">PE.2.L.3.6:</a>	Identify how opportunities for participation in physical activities change during the seasons.
<a href="#">PE.2.L.3.7:</a>	Identify healthful benefits that result from regular participation in physical activity.
<a href="#">PE.2.L.3.8:</a>	Identify the proper crossing sequence.
<a href="#">PE.2.L.4.1:</a>	Identify how muscular strength and endurance enhances performance in physical activities.
<a href="#">PE.2.L.4.2:</a>	Discuss the components of health-related physical fitness.
<a href="#">PE.2.L.4.3:</a>	Identify that a stronger heart muscle can pump more blood with each beat.
<a href="#">PE.2.L.4.4:</a>	Identify why sustained physical activity causes an increased heart rate and heavy breathing.
<a href="#">PE.2.L.4.5:</a>	Identify the physiological signs of moderate to vigorous physical activity.
<a href="#">PE.2.L.4.6:</a>	Identify benefits of participation in informal physical fitness assessment.
<a href="#">PE.2.L.4.7:</a>	Identify appropriate stretching exercises.
<a href="#">PE.2.L.4.8:</a>	Categorize food into food groups.
<a href="#">PE.2.M.1.1:</a>	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance. Strike an object continuously using body parts both upward and downward.
<a href="#">PE.2.M.1.2:</a>	<b>Remarks/Examples:</b> An example of striking an object downward is dribbling a basketball.
<a href="#">PE.2.M.1.3:</a>	Strike an object continuously using a paddle/racket both upward and downward. Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
<a href="#">PE.2.M.1.4:</a>	<b>Remarks/Examples:</b> Some examples of developmentally-appropriate, long-handled implements are bats, hockey sticks and golf clubs.
<a href="#">PE.2.M.1.5:</a>	Dribble with hands and feet in various pathways, directions and speeds around stationary objects. Perform a variety of fundamental aquatics skills.
<a href="#">PE.2.M.1.6:</a>	<b>Remarks/Examples:</b> Some examples of fundamental aquatics skills are prone float with flutter kick and back float recover to a standing position.
<a href="#">PE.2.M.1.7:</a>	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
<a href="#">PE.2.M.1.8:</a>	Demonstrate an overhand-throwing motion for distance demonstrating correct technique and accuracy. Perform one folk or line dance accurately.
<a href="#">PE.2.M.1.9:</a>	<b>Remarks/Examples:</b> An example of a line dance is the Electric Slide.
<a href="#">PE.2.M.1.10:</a>	Demonstrate a sequence of a balance, a roll and a different balance with correct technique and smooth transitions. Perform at least one skill that requires the transfer of weight to hands.
<a href="#">PE.2.M.1.11:</a>	<b>Remarks/Examples:</b> Some developmentally appropriate examples are hand stands and cartwheels.
<a href="#">PE.2.M.1.12:</a>	Chase, flee and dodge to avoid or catch others while maneuvering around obstacles.
<a href="#">PE.2.R.5.1:</a>	Identify ways to cooperate with others regardless of personal differences during physical activity.
<a href="#">PE.2.R.5.2:</a>	List ways to safely handle physical-activity equipment.
<a href="#">PE.2.R.5.3:</a>	Describe the personal feelings resulting from challenges, successes and failures in physical activity.
<a href="#">PE.2.R.5.4:</a>	Identify ways to successfully resolve conflicts with others.
<a href="#">PE.2.R.6.1:</a>	Identify ways to use physical activity to express feeling.
<a href="#">PE.2.R.6.2:</a>	Discuss the relationship between skill competence and enjoyment.
<a href="#">PE.2.R.6.3:</a>	Identify ways to contribute as a member of a cooperative group. Describe ways to prevent childhood injuries in the home, school, and community settings.
<a href="#">HE.2.C.1.4:</a>	<b>Remarks/Examples:</b> Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
	Describe how family rules and practices influence health behaviors.
<a href="#">HE.2.C.2.1:</a>	<b>Remarks/Examples:</b> Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home.
	Describe how the school and community influence health behaviors of children.
<a href="#">HE.2.C.2.3:</a>	<b>Remarks/Examples:</b> Health and safety fairs, school and community gardens, and recycling.
<a href="#">MAFS.2.OA.3.3:</a>	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

- [Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)
- [Physical Education \(Elementary and Secondary Grades K-12\)](#)
- [Physical Education \(Grades K-8\)](#)
- [Adaptive Physical Education Endorsement Plus Physical Education \(Grades K-8\)](#)
- [Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

There are more than 17 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15807>



# Access Physical Education Grade 3 (#7715035)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7715035

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

**Abbreviated Title:** ACCESS PE GRADE 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">PE.3.C.2.1:</a>	Identify the importance of purposeful movement and its impact on quality of performance. <b>Remarks/Examples:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
<a href="#">PE.3.C.2.2:</a>	Understand the importance of safety rules and procedures in all physical activities. <b>Remarks/Examples:</b> An example of a safety procedure is wearing a helmet when riding a bicycle.
<a href="#">PE.3.C.2.3:</a>	Understand that technology can be utilized to gather information about performance. <b>Remarks/Examples:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
<a href="#">PE.3.C.2.4:</a>	Identify and explain different items that can be used for assisting in a water-related emergency. <b>Remarks/Examples:</b> Some examples of items that can be used in a water related emergency are poles, towels and flotation devices.
<a href="#">PE.3.C.2.5:</a>	Explain how appropriate practice improves performance of movement skills. <b>Remarks/Examples:</b> An example is initially making two out of five free throws in basketball, then improving to four out of five due to practicing.
<a href="#">PE.3.C.2.6:</a>	Analyze peer performance and provide feedback. Identify the reasons for warm-up and cool-down activities.
<a href="#">PE.3.C.2.7:</a>	<b>Remarks/Examples:</b> Some examples of reasons for warm-up and cool-down activities are injury prevention and enhancing performance.

	Describe basic offensive and defensive tactics.
<a href="#">PE.3.C.2.8:</a>	<b>Remarks/Examples:</b> An example of an offensive tactic is keeping your body between the ball and defender while dribbling.
<a href="#">PE.3.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.3.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.3.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.3.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.3.L.3.5:</a>	Use an activity log to maintain a personal record of participation in physical activity during a period of time.
<a href="#">PE.3.L.3.6:</a>	Identify lifestyle changes that can be made to increase the level of physical activity.
<a href="#">PE.3.L.3.7:</a>	Differentiate between the correct and incorrect way to fit a bicycle helmet.
<a href="#">PE.3.L.4.1:</a>	Describe how muscular strength and endurance enhances performance in physical activities.
<a href="#">PE.3.L.4.2:</a>	Describe the relationship between the heart and lungs during physical activity.
<a href="#">PE.3.L.4.3:</a>	Identify appropriate physical activities that result in the development of cardiorespiratory endurance.
<a href="#">PE.3.L.4.4:</a>	Match physical fitness assessment events to the associated fitness component.
<a href="#">PE.3.L.4.5:</a>	Identify formal and informal physical fitness assessments.
<a href="#">PE.3.L.4.6:</a>	Identify ways to safely stretch major muscle groups.
<a href="#">PE.3.L.4.7:</a>	Read food labels for specific nutrition facts.
<a href="#">PE.3.L.4.8:</a>	Identify the principles of physical fitness.
<a href="#">PE.3.L.4.9:</a>	Identify individual strengths and weaknesses based upon results of a formal fitness assessment.
<a href="#">PE.3.L.4.10:</a>	Identify ways that technology can assist in the pursuit of physical fitness.
	Apply locomotor skills in a variety of movement settings.
<a href="#">PE.3.M.1.1:</a>	<b>Remarks/Examples:</b> Some examples of movement settings are sequences, dances and games.
	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
<a href="#">PE.3.M.1.2:</a>	<b>Remarks/Examples:</b> Some examples of striking activities are volleying, kicking and punting.
<a href="#">PE.3.M.1.3:</a>	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
	Strike both moving and stationary objects using a long-handled implement.
<a href="#">PE.3.M.1.4:</a>	<b>Remarks/Examples:</b> Some examples of developmentally-appropriate long-handled implements are bats, hockey sticks and golf clubs.
<a href="#">PE.3.M.1.5:</a>	Maintain control while dribbling with hands or feet against a defender.
	Demonstrate a combination of basic swim skills.
<a href="#">PE.3.M.1.6:</a>	<b>Remarks/Examples:</b> Some examples of basic swim skills are prone and back float with flutter kick, alternating arm movements and treading water.
<a href="#">PE.3.M.1.7:</a>	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
<a href="#">PE.3.M.1.8:</a>	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
	Perform a teacher-designed sequence using manipulatives.
<a href="#">PE.3.M.1.9:</a>	<b>Remarks/Examples:</b> Some examples of sequences using manipulatives are tinkling poles, lummi sticks and jump ropes.
	Perform one dance accurately.
<a href="#">PE.3.M.1.10:</a>	<b>Remarks/Examples:</b> Some examples of dances are square, contra, step and social.
	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
<a href="#">PE.3.M.1.11:</a>	<b>Remarks/Examples:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
<a href="#">PE.3.M.1.12:</a>	Continuously jump a self-turned rope.
<a href="#">PE.3.R.5.1:</a>	List ways to work cooperatively with peers of differing skill levels.
<a href="#">PE.3.R.5.2:</a>	List ways to show respect for the views of a peer from a different cultural background.
<a href="#">PE.3.R.5.3:</a>	Identify ways to take responsibility for his/her own behavior.
<a href="#">PE.3.R.6.1:</a>	List personally challenging physical-activity experiences.
<a href="#">PE.3.R.6.2:</a>	Describe ways to appreciate the good physical performance of others.
<a href="#">PE.3.R.6.3:</a>	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	List healthy options to health-related issues or problems.
<a href="#">HE.3.B.5.2:</a>	<b>Remarks/Examples:</b> Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.
	Select a personal health goal and track progress toward achievement.
<a href="#">HE.3.B.6.1:</a>	<b>Remarks/Examples:</b> Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
	Explore how family and friend's traditions and customs may influence health behaviors.
<a href="#">HE.3.C.2.1:</a>	<b>Remarks/Examples:</b> Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.

<a href="#">MAFS.3.MD.1.1:</a>	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Grades K-8)</a>
<a href="#">Adaptive Physical Education Endorsement Plus Physical Education (Grades K-8)</a>

There are more than 33 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15808>



# Access Physical Education Grade 4 (#7715040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7715040

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

**Abbreviated Title:** ACCESS PE GRADE 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">PE.4.C.2.1:</a>	Understand the importance of purposeful movement in a variety of movement settings. <b>Remarks/Examples:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
<a href="#">PE.4.C.2.2:</a>	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. <b>Remarks/Examples:</b> An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.
<a href="#">PE.4.C.2.3:</a>	Use technology to gather information about performance. <b>Remarks/Examples:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
<a href="#">PE.4.C.2.4:</a>	Understand the importance of protecting parts of the body from the harmful rays of the sun. <b>Remarks/Examples:</b> Some examples are sunscreen and protective clothing.
<a href="#">PE.4.C.2.5:</a>	Detect errors in personal movement patterns. <b>Remarks/Examples:</b> An example of a way to detect errors in personal movement patterns is through the use of videotaping.
<a href="#">PE.4.C.2.6:</a>	Compare and discuss skills/sports that use similar movement patterns. <b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
	Identify proper warm-up and cool-down techniques and the reasons for using them.

<a href="#">PE.4.C.2.7:</a>	<b>Remarks/Examples:</b> An example of a warm-up technique for sprinting is stretching the hamstring muscles in order to prevent injury.
	Identify the importance of hydration before, during and after physical activity.
<a href="#">PE.4.C.2.8:</a>	<b>Remarks/Examples:</b> An example of the importance of hydration is to prevent heat-related illnesses.
	Identify basic offensive and defensive tactics for modified invasion and net activities.
<a href="#">PE.4.C.2.9:</a>	<b>Remarks/Examples:</b> An example of an offensive tactic in tennis is hitting the ball away from the opponent.
<a href="#">PE.4.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.4.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.4.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.4.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.4.L.3.5:</a>	Implement at least one lifestyle behavior to increase physical activity.
<a href="#">PE.4.L.3.6:</a>	Discuss the importance of wearing a bicycle helmet.
<a href="#">PE.4.L.4.1:</a>	Identify the muscles being strengthened during the performance of specific activities.
<a href="#">PE.4.L.4.2:</a>	Identify several activities related to each component of physical fitness.
<a href="#">PE.4.L.4.3:</a>	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.
<a href="#">PE.4.L.4.4:</a>	Identify ways to participate in selected physical activities for the purpose of improving physical fitness.
<a href="#">PE.4.L.4.5:</a>	Identify ways to participate in formal and informal physical fitness assessment.
<a href="#">PE.4.L.4.6:</a>	Identify how specific stretches increase flexibility and reduce the chance of injury.
<a href="#">PE.4.L.4.7:</a>	Understand appropriate serving size.
<a href="#">PE.4.L.4.8:</a>	Explain the principles of physical fitness.
<a href="#">PE.4.L.4.9:</a>	Develop short- and long-term fitness goals.
<a href="#">PE.4.L.4.10:</a>	Describe ways that technology can assist in the pursuit of physical fitness.
	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
<a href="#">PE.4.M.1.1:</a>	<b>Remarks/Examples:</b> Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.
	Strike a moving object using body parts so that the object travels in the intended direction at the desired height.
<a href="#">PE.4.M.1.2:</a>	<b>Remarks/Examples:</b> Some examples of activities to apply this are volleying, kicking and punting.
	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
<a href="#">PE.4.M.1.3:</a>	<b>Remarks/Examples:</b> Some examples of ways to strike continuously are against a wall and a partner-fed toss.
	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
<a href="#">PE.4.M.1.4:</a>	<b>Remarks/Examples:</b> Some examples of long-handled implements are golf clubs, bats and hockey sticks.
<a href="#">PE.4.M.1.5:</a>	Dribble and pass to a moving partner. Perform a variety of swim strokes.
<a href="#">PE.4.M.1.6:</a>	<b>Remarks/Examples:</b> Some examples of swim strokes are front crawl, backstroke, elementary back stroke and modified breaststroke.
<a href="#">PE.4.M.1.7:</a>	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
<a href="#">PE.4.M.1.8:</a>	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion. Perform a teacher-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
<a href="#">PE.4.M.1.9:</a>	<b>Remarks/Examples:</b> Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.
	Perform two or more dances accurately.
<a href="#">PE.4.M.1.10:</a>	<b>Remarks/Examples:</b> Some examples of dances are line, square, contra, folk, step and social.
	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
<a href="#">PE.4.M.1.11:</a>	<b>Remarks/Examples:</b> Some examples of movement elements are balances, rolling actions, changes in speed/ direction and skills requiring weight on hands.
<a href="#">PE.4.M.1.12:</a>	Run and hurdle a succession of low- to medium-level obstacles.
<a href="#">PE.4.R.5.1:</a>	Discuss the influence of individual differences on participation in physical activities.
<a href="#">PE.4.R.5.2:</a>	List ways to encourage others while refraining from insulting/negative statements.
<a href="#">PE.4.R.5.3:</a>	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
<a href="#">PE.4.R.6.1:</a>	Discuss how physical activity can be a positive opportunity for social and group interaction.
<a href="#">PE.4.R.6.2:</a>	Describe the connection between skill competence and enjoyment of physical activity.
<a href="#">PE.4.R.6.3:</a>	Discuss ways to celebrate one's own physical accomplishments while displaying sportsmanship. Examine resources from home, school and community that provide valid health information.
<a href="#">HE.4.B.3.3:</a>	<b>Remarks/Examples:</b> Internet; reputable websites, media; television, radio, brochures, books; professional interview; and hospitals.
	Identify examples of mental/emotional, physical, and social health.

<a href="#">HE.4.C.1.2:</a>	<b>Remarks/Examples:</b> Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
	Explain how technology influences personal thoughts, feelings, and health behaviors.
<a href="#">HE.4.C.2.6:</a>	<b>Remarks/Examples:</b> Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
<a href="#">MAFS.4.G.1.3:</a>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Grades K-8)</a>
<a href="#">Adaptive Physical Education Endorsement Plus Physical Education (Grades K-8)</a>

There are more than 24 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15809>



# Access Physical Education Grade 5 (#7715045)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7715045

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

**Abbreviated Title:** ACCESS PE GRADE 5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

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

## Course Standards

Name	Description
<a href="#">PE.5.C.2.1:</a>	Apply purposeful movement to a variety of movement settings to include designing and performing movement routines. <b>Remarks/Examples:</b> Some examples of purposeful movement are timing, flow, rhythm, sequencing and transfer of weight.
<a href="#">PE.5.C.2.2:</a>	Design or modify a game incorporating skills, rules and strategies. Apply feedback gathered from the use of technology to assess and enhance performance.
<a href="#">PE.5.C.2.3:</a>	<b>Remarks/Examples:</b> Some examples of technology are pedometers, accelerometers, heart-rate monitors, videos, websites and spreadsheets.
<a href="#">PE.5.C.2.4:</a>	Identify the different types of basic water- rescue techniques, using various types of items. <b>Remarks/Examples:</b> An example of a water-rescue technique is to reach out to the victim with a pole and pull him/her to safety.
<a href="#">PE.5.C.2.5:</a>	Detect, analyze and correct errors in personal movement patterns. Compare and contrast skills/sports that use similar movement patterns and concepts.
<a href="#">PE.5.C.2.6:</a>	<b>Remarks/Examples:</b> Some examples are volleyball and tennis serve, surfing and skate boarding.
<a href="#">PE.5.C.2.7:</a>	Identify basic practice and conditioning principles that enhance performance. <b>Remarks/Examples:</b> An example of a conditioning principle that would enhance performance is running with weight resistance to improve speed.
<a href="#">PE.5.C.2.8:</a>	Categorize basic offensive and defensive tactics for modified invasion and net activities. <b>Remarks/Examples:</b>

	An example of an offensive tactic in basketball is keeping your body between the ball and the defender.
<a href="#">PE.5.L.3.1:</a>	Identify a moderate physical activity.
<a href="#">PE.5.L.3.2:</a>	Identify a vigorous physical activity.
<a href="#">PE.5.L.3.3:</a>	Identify opportunities for involvement in physical activities during the school day.
<a href="#">PE.5.L.3.4:</a>	Identify opportunities for involvement in physical activities after the school day.
<a href="#">PE.5.L.3.5:</a>	Formulate a plan to increase the amount of time spent in physical activity.
<a href="#">PE.5.L.3.6:</a>	Discuss lifestyle behaviors that can be made to increase physical activity.
<a href="#">PE.5.L.3.7:</a>	Use technology to enhance regular participation in physical activities.
<a href="#">PE.5.L.3.8:</a>	Discuss the importance of being visible, being predictable and communicating when cycling.
<a href="#">PE.5.L.4.1:</a>	Differentiate between muscular strength and muscular endurance.
<a href="#">PE.5.L.4.2:</a>	Identify activities that develop and maintain each component of physical fitness.
<a href="#">PE.5.L.4.3:</a>	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.
<a href="#">PE.5.L.4.4:</a>	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
<a href="#">PE.5.L.4.5:</a>	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
<a href="#">PE.5.L.4.6:</a>	Plan a menu for a balanced meal.
<a href="#">PE.5.L.4.7:</a>	Apply the principles of physical fitness to exercise.
<a href="#">PE.5.L.4.8:</a>	Evaluate progress toward short- and long-term fitness goals.
<a href="#">PE.5.L.4.9:</a>	Explain how technology can assist in the pursuit of physical fitness.
	Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.
<a href="#">PE.5.M.1.1:</a>	<p><b>Remarks/Examples:</b> Some examples of movement settings are sequences, dances and games. Some examples of movement concepts are directions, effort and relationships.</p>
	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique.
<a href="#">PE.5.M.1.2:</a>	<p><b>Remarks/Examples:</b> Some examples of activities to apply this are volleying, kicking and punting.</p>
<a href="#">PE.5.M.1.3:</a>	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique.
<a href="#">PE.5.M.1.4:</a>	<p><b>Remarks/Examples:</b> Some examples of long-handled implements are golf clubs, bats and hockey sticks.</p>
	Apply dribbling skills in modified games, focusing on offensive strategies.
<a href="#">PE.5.M.1.5:</a>	<p><b>Remarks/Examples:</b> Some examples of offensive strategies are fakes, stopping and starting, changing directions and changing speeds.</p>
	Demonstrate proficiency in one or more swim strokes.
<a href="#">PE.5.M.1.6:</a>	<p><b>Remarks/Examples:</b> Some examples of swim strokes are front crawl, backstroke, breaststroke, sidestroke and butterfly.</p>
<a href="#">PE.5.M.1.7:</a>	Catch a variety of objects while traveling and being defended.
<a href="#">PE.5.M.1.8:</a>	Throw a leading pass overhand to a moving partner using a variety of objects.
	Perform a self-designed sequence, with or without manipulatives, while demonstrating balance, coordination, clear shapes, purposeful movements and smooth transitions.
<a href="#">PE.5.M.1.9:</a>	<p><b>Remarks/Examples:</b> Some examples of sequences are rhythm, movement and dance. Some examples of manipulatives are tinkling poles, lummi sticks and jump ropes.</p>
	Perform a variety of dances accurately.
<a href="#">PE.5.M.1.10:</a>	<p><b>Remarks/Examples:</b> Some examples of dances are line, square, contra, folk, step and social.</p>
	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions.
<a href="#">PE.5.M.1.11:</a>	<p><b>Remarks/Examples:</b> Some examples of movement elements are balances, rolling actions, changes in speed/direction and skills requiring weight on hands.</p>
<a href="#">PE.5.R.5.1:</a>	Describe a benefit of working productively with a partner to improve performance.
<a href="#">PE.5.R.5.2:</a>	Describe ways to utilize equipment safely during physical activities.
<a href="#">PE.5.R.5.3:</a>	Describe the influence of individual differences on participation in physical activities.
<a href="#">PE.5.R.6.1:</a>	Describe how participation in physical activity is a source of self-expression and meaning.
<a href="#">PE.5.R.6.2:</a>	Explain the benefits of physical activity.
<a href="#">PE.5.R.6.3:</a>	Explain ways to celebrate one's own physical accomplishments while displaying sportsmanship.
	Select a healthy option when making decisions for yourself and/or others.
<a href="#">HE.5.B.5.4:</a>	<p><b>Remarks/Examples:</b> Report bullying, resolve conflicts, and use safety equipment.</p>
	Explain ways a safe, healthy home and school environment promote personal health.
<a href="#">HE.5.C.1.3:</a>	<p><b>Remarks/Examples:</b> Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
	Recognize how appropriate health care can promote personal health.
<a href="#">HE.5.C.1.6:</a>	<p><b>Remarks/Examples:</b> Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>

<a href="#">MAFS.5.G.2.3:</a>	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Physical Education (Grades K-8)</a>
<a href="#">Physical Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Adaptive Physical Education Endorsement Plus Physical Education (Grades K-8)</a>

There are more than 19 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15810>



# Access Science Grade Kindergarten (#7720015)

{ [Science - Grade Kindergarten - 5020010](#) }

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<p><b>Course Number:</b> 7720015</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SCI GRADE K</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SC.K.E.5.1:</a>	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
<b>Related Access Points</b>	
Name	Description
<a href="#">SC.K.E.5.In.1:</a>	Identify that objects can fall to the ground unless something stops them.
<a href="#">SC.K.E.5.Su.1:</a>	Recognize that objects fall to the ground.
<a href="#">SC.K.E.5.Pa.1:</a>	Track a falling object.
<a href="#">SC.K.E.5.2:</a>	Recognize the repeating pattern of day and night.
<b>Related Access Points</b>	
Name	Description
<a href="#">SC.K.E.5.In.2:</a>	Identify daily activities in a 24-hour period, such as eating breakfast and going to bed, and associate activities with morning and night.
<a href="#">SC.K.E.5.Su.2:</a>	Identify one common activity that occurs in the day and one that occurs in the night.
<a href="#">SC.K.E.5.Pa.2:</a>	Recognize one common activity that occurs during the day.
<a href="#">SC.K.E.5.3:</a>	Recognize that the Sun can only be seen in the daytime.
<b>Related Access Points</b>	
Name	Description
<a href="#">SC.K.E.5.In.3:</a>	Identify the Sun in the daytime.
<a href="#">SC.K.E.5.Su.3:</a>	Recognize the Sun in the daytime.
<a href="#">SC.K.E.5.Pa.3:</a>	Associate the Sun with daytime.

SC.K.E.5.4:

Observe that sometimes the Moon can be seen at night and sometimes during the day.

**Related Access Points**

Name	Description
<a href="#">SC.K.E.5.In.4:</a>	Identify the Moon in the sky at night.
<a href="#">SC.K.E.5.Su.4:</a>	Recognize the Moon in the sky at night.
<a href="#">SC.K.E.5.Pa.4:</a>	Associate the Moon with night.

SC.K.E.5.5:

Observe that things can be big and things can be small as seen from Earth.

**Related Access Points**

Name	Description
<a href="#">SC.K.E.5.In.5:</a>	Observe big and small things in the sky.
<a href="#">SC.K.E.5.Su.5:</a>	Recognize the size of items as either big or small.
<a href="#">SC.K.E.5.Pa.5:</a>	Recognize items that are big.

SC.K.E.5.6:

Observe that some objects are far away and some are nearby as seen from Earth.

**Related Access Points**

Name	Description
<a href="#">SC.K.E.5.In.6:</a>	Identify an item that is far away and an item that is nearby.
<a href="#">SC.K.E.5.Su.6:</a>	Recognize familiar objects that are far away or nearby.
<a href="#">SC.K.E.5.Pa.6:</a>	Recognize items as nearby.

Recognize the five senses and related body parts.

SC.K.L.14.1:

**Remarks/Examples:**  
 Integrate [HE.K.C.1.5](#). Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.1:</a>	Recognize the senses of sight, hearing, and smell and related body parts.
<a href="#">SC.K.L.14.Su.1:</a>	Recognize the senses of sight and hearing and related body parts.
<a href="#">SC.K.L.14.Pa.1:</a>	Recognize and respond to one type of sensory stimuli.

SC.K.L.14.2:

Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.2:</a>	Identify a behavior of an animal or plant in a book or other media that is not real.
<a href="#">SC.K.L.14.Su.2:</a>	Distinguish a real animal and an animal that is not a living thing, such as a toy animal.
<a href="#">SC.K.L.14.Pa.2:</a>	Distinguish between a plant and animal.

Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

SC.K.L.14.3:

**Remarks/Examples:**  
 Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.

**Related Access Points**

Name	Description
<a href="#">SC.K.L.14.In.3:</a>	Identify differences in characteristics of plants and animals.
<a href="#">SC.K.L.14.Su.3:</a>	Match identical animals and plants.
<a href="#">SC.K.L.14.Pa.2:</a>	Distinguish between a plant and animal.

Collaborate with a partner to collect information.

SC.K.N.1.1:

**Remarks/Examples:**  
 Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.1:</a>	Identify a partner to obtain information.
<a href="#">SC.K.N.1.Su.1:</a>	Collect a designated item with a partner.
<a href="#">SC.K.N.1.Pa.1:</a>	Share objects with a partner.

Make observations of the natural world and know that they are descriptors collected using the five senses.

**Remarks/Examples:**

[SC.K.N.1.2:](#)

Florida Standards Connections: LAFS.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information experiences or gather information from provided sources to answer a question.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.2:</a>	Identify information about objects and actions in the natural world through observation.
<a href="#">SC.K.N.1.Su.2:</a>	Identify information about objects in the natural world through observation.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[SC.K.N.1.3:](#)

Keep records as appropriate -- such as pictorial records -- of investigations conducted.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.3:</a>	Observe, explore, and create a visual representation of real objects.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[SC.K.N.1.4:](#)

Observe and create a visual representation of an object which includes its major features.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.3:</a>	Observe, explore, and create a visual representation of real objects.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

Recognize that learning can come from careful observation.

[SC.K.N.1.5:](#)

**Remarks/Examples:**  
 Florida Standards Connections: MAFS.K.12.MP.5: Use appropriate tools strategically and, MAFS.K.12.MP.6: Attend precision.

**Related Access Points**

Name	Description
<a href="#">SC.K.N.1.In.2:</a>	Identify information about objects and actions in the natural world through observation.
<a href="#">SC.K.N.1.Su.2:</a>	Identify information about objects in the natural world through observation.
<a href="#">SC.K.N.1.Su.3:</a>	Observe, explore, and match pictures to real objects.
<a href="#">SC.K.N.1.Pa.2:</a>	Recognize common objects in the natural world through observation.

[SC.K.P.10.1:](#)

Observe that things that make sound vibrate.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.10.In.1:</a>	Identify objects that create specific sounds.
<a href="#">SC.K.P.10.Su.1:</a>	Match sounds to specific objects.
<a href="#">SC.K.P.10.Pa.1:</a>	Recognize and respond to common sounds.

[SC.K.P.12.1:](#)

Investigate that things move in different ways, such as fast, slow, etc.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.12.In.1:</a>	Identify ways that things move, such as fast or slow.
<a href="#">SC.K.P.12.Su.1:</a>	Recognize that things move.
<a href="#">SC.K.P.12.Pa.1:</a>	Track objects in motion.

[SC.K.P.13.1:](#)

Observe that a push or a pull can change the way an object is moving.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.13.In.1:</a>	Demonstrate pushing or pulling of an object to make it move.
<a href="#">SC.K.P.13.Su.1:</a>	Recognize that pushing or pulling an object makes it move.
<a href="#">SC.K.P.13.Pa.1:</a>	Track the movement of objects that are pushed or pulled.

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

[SC.K.P.8.1:](#)

**Remarks/Examples:**  
 The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

Florida Standards Connections: [MAFS.K.MD.2.3](#) Classify objects into given categories count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.

**Related Access Points**

Name	Description
<a href="#">SC.K.P.8.In.1:</a>	Sort objects by observable properties, such as size, shape, or color.
<a href="#">SC.K.P.8.Su.1:</a>	Match objects by an observable property, such as size or color.
<a href="#">SC.K.P.8.Pa.1:</a>	Recognize two common objects that are identical to each other.

[SC.K.P.9.1:](#)

Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

#### Related Access Points

Name	Description
<a href="#">SC.K.P.9.In.1:</a>	Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled.
<a href="#">SC.K.P.9.Su.1:</a>	Recognize that the shape of objects, such as paper, changes when cut or torn.
<a href="#">SC.K.P.9.Pa.1:</a>	Recognize a change in an object.

[LAFS.K.RI.1.1:](#)

With prompting and support, ask and answer questions about key details in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.1.AP.1a:</a>	With prompting and support, answer questions about key details in a text.
<a href="#">LAFS.K.RI.1.AP.1b:</a>	With prompting and support, ask questions about key details in a text.

[LAFS.K.RI.2.4:](#)

With prompting and support, ask and answer questions about unknown words in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RI.4.10:](#)

Actively engage in group reading activities with purpose and understanding.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.K.RI.4.AP.10c:</a>	Engage in group reading of informational text by sharing something learned or something enjoyed.

[LAFS.K.SL.1.1:](#)

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.W.3.8:](#)

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.3.AP.8a:</a>	Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out?).
<a href="#">LAFS.K.W.3.AP.8b:</a>	Use provided illustrations or visual displays to gain information on a topic.
<a href="#">LAFS.K.W.3.AP.8c:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.
<a href="#">LAFS.K.W.3.AP.8d:</a>	With guidance and support from adults, recall information from experiences to answer a question.

[MAFS.K.MD.1.2:](#)

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

#### Related Access Points

Name	Description
<a href="#">MAFS.K.MD.1.AP.2a:</a>	Compare two objects with a measurable attribute in common to see which object has more/less of the attribute. (length, height, weight).

[MAFS.K.MD.2.3:](#)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

#### Related Access Points

Name	Description
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ELD.K12.ELL.SC.1:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

Recognize there are body parts inside and outside of the body.

HE.K.C.1.5:

**Remarks/Examples:**

Brain, muscles, and skin.

**Related Access Points**

Name	Description
<a href="#">HE.K.C.1.In.5:</a>	Recognize selected body parts inside and outside of the body, such as nose, hand, eyes, and stomach.
<a href="#">HE.K.C.1.Su.5:</a>	Recognize selected body parts outside of the body, such as nose, hands, and eyes.
<a href="#">HE.K.C.1.Pa.5:</a>	Recognize a body part outside of the body, such as a hand.

**Related Certifications**

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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There are more than 225 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15463>



# Access Science Grade 1 (#7720020) [{ Science - Grade 1 - 5020020 }](#)

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<p><b>Course Number:</b> 7720020</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 1</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SCI GRADE 1</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

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

## Course Standards

Name	Description
<a href="#">SC.1.E.5.1:</a>	Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.
<b>Related Access Points</b>	
<b>Name</b>	<b>Description</b>
<a href="#">SC.1.E.5.Su.1:</a>	Recognize that there are many stars in the sky.
<a href="#">SC.1.E.5.Pa.1:</a>	Associate stars with the night sky.
<a href="#">SC.1.E.5.2:</a>	Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.
<b>Related Access Points</b>	
<b>Name</b>	<b>Description</b>
<a href="#">SC.1.E.5.In.2:</a>	Observe and recognize that an object will fall when it is dropped.
<a href="#">SC.1.E.5.Su.2:</a>	Indicate the location of an object before and after it falls.
<a href="#">SC.1.E.5.Pa.2:</a>	Track objects that fall to the ground.
<a href="#">SC.1.E.5.3:</a>	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.
<b>Related Access Points</b>	
<b>Name</b>	<b>Description</b>
<a href="#">SC.1.E.5.In.3:</a>	Identify that magnifiers enlarge the appearance of objects.
<a href="#">SC.1.E.5.Su.3:</a>	Match a magnified item to its original item.
<a href="#">SC.1.E.5.Pa.3:</a>	Recognize a familiar object enlarged by magnification.
<a href="#">SC.1.E.5.4:</a>	Identify the beneficial and harmful properties of the Sun.

### Related Access Points

Name	Description
<a href="#">SC.1.E.5.In.4:</a>	Recognize positive and harmful effects of sunlight.
<a href="#">SC.1.E.5.Su.4:</a>	Recognize a positive effect and a negative effect of sunlight.
<a href="#">SC.1.E.5.Pa.4:</a>	Recognize effects of sunlight, such as warming and giving light.

[SC.1.E.6.1:](#) Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

### Related Access Points

Name	Description
<a href="#">SC.1.E.6.In.1:</a>	Identify rocks, water, and living things in the environment.
<a href="#">SC.1.E.6.Su.1:</a>	Recognize rocks and living things in the environment.
<a href="#">SC.1.E.6.Pa.1:</a>	Recognize living things in the environment.

[SC.1.E.6.2:](#) Describe the need for water and how to be safe around water.

### Related Access Points

Name	Description
<a href="#">SC.1.E.6.In.2:</a>	Identify reasons people need water and safe practices around water.
<a href="#">SC.1.E.6.Su.2:</a>	Identify reasons people need water.
<a href="#">SC.1.E.6.Pa.2:</a>	Recognize one way people use water.

Recognize that some things in the world around us happen fast and some happen slowly.

[SC.1.E.6.3:](#)

<b>Remarks/Examples:</b> Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.
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### Related Access Points

Name	Description
<a href="#">SC.1.E.6.In.3:</a>	Distinguish between events that happen slowly and those that happen fast.
<a href="#">SC.1.E.6.Su.3:</a>	Distinguish between actions that are fast or slow.
<a href="#">SC.1.E.6.Pa.3:</a>	Recognize an action as fast or slow.

Make observations of living things and their environment using the five senses.

[SC.1.L.14.1:](#)

<b>Remarks/Examples:</b> Integrate <a href="#">HE.1.C.1.6</a> . Emphasize the correct names of human body parts.
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### Related Access Points

Name	Description
<a href="#">SC.1.L.14.In.1:</a>	Use sight, hearing, and smell to make observations.
<a href="#">SC.1.L.14.Su.1:</a>	Use sight and hearing to make observations.
<a href="#">SC.1.L.14.Pa.1:</a>	Recognize and respond to different types of sensory stimuli.

[SC.1.L.14.2:](#) Identify the major parts of plants, including stem, roots, leaves, and flowers.

### Related Access Points

Name	Description
<a href="#">SC.1.L.14.In.2:</a>	Identify the leaf, flower, and stem of a plant.
<a href="#">SC.1.L.14.Su.2:</a>	Recognize the leaf and flower of a plant.
<a href="#">SC.1.L.14.Pa.2:</a>	Recognize that plants have leaves.

[SC.1.L.14.3:](#) Differentiate between living and nonliving things.

### Related Access Points

Name	Description
<a href="#">SC.1.L.14.In.3:</a>	Identify characteristics of living and nonliving things, including whether they need food or water.
<a href="#">SC.1.L.14.Su.3:</a>	Distinguish common living and nonliving things in the environment.
<a href="#">SC.1.L.14.Pa.3:</a>	Recognize self and others as living things.

[SC.1.L.16.1:](#) Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

### Related Access Points

Name	Description
<a href="#">SC.1.L.16.In.1:</a>	Match offspring of specific animals to adult animals.
<a href="#">SC.1.L.16.Su.1:</a>	Recognize that baby plants and animals have parents.
<a href="#">SC.1.L.16.Pa.1:</a>	Recognize one's own parents.

[SC.1.L.17.1:](#) Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

### Related Access Points

Name	Description
<a href="#">SC.1.L.17.In.1:</a>	Observe and recognize that plants and animals need water and food.
<a href="#">SC.1.L.17.Su.1:</a>	Observe and recognize that plants and animals need water.
<a href="#">SC.1.L.17.Pa.1:</a>	Observe and recognize that people need water.

Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

[SC.1.N.1.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.1.SL.1.1](#). Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.1:</a>	Request information about the environment.
<a href="#">SC.1.N.1.Su.1:</a>	Ask questions about common objects in the environment.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

[SC.1.N.1.2:](#)

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.1.W.3.8](#). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
  
Refer to MAFS.K12.MP.5: Use appropriate tools strategically.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.2:</a>	Use careful observation to identify objects based on size, shape, color, or texture.
<a href="#">SC.1.N.1.Su.2:</a>	Recognize differences in objects through observation of size, shape, or color
<a href="#">SC.1.N.1.Pa.2:</a>	Recognize common objects as the same.

Keep records as appropriate - such as pictorial and written records - of investigations conducted.

[SC.1.N.1.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.1.MD.3.4](#). Organize, represent, and interpret data with up to three categories ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.3:</a>	Draw pictures about investigations conducted.
<a href="#">SC.1.N.1.Su.3:</a>	Contribute to group recordings of observations.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

Ask "how do you know?" in appropriate situations.

[SC.1.N.1.4:](#)

**Remarks/Examples:**  
\* Florida Standards Connections: [LAFS.1.RI.2.4](#). Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### Related Access Points

Name	Description
<a href="#">SC.1.N.1.In.4:</a>	Ask a question about a science investigation.
<a href="#">SC.1.N.1.Su.1:</a>	Ask questions about common objects in the environment.
<a href="#">SC.1.N.1.Pa.1:</a>	Recognize common objects in the environment.

[SC.1.P.12.1:](#)

Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

### Related Access Points

Name	Description
<a href="#">SC.1.P.12.In.1:</a>	Demonstrate and identify that objects can move in different ways, such as up and down, in a straight line, and back and forth.
<a href="#">SC.1.P.12.Su.1:</a>	Demonstrate that objects can move in different ways, such as up and down.
<a href="#">SC.1.P.12.Pa.1:</a>	Track objects moving up and down.

[SC.1.P.13.1:](#)

Demonstrate that the way to change the motion of an object is by applying a push or a pull.

### Related Access Points

Name	Description
<a href="#">SC.1.P.13.In.1:</a>	Identify the effect that a push or pull has on an object, such as changing the way an object moves.

[SC.1.P.13.Su.1:](#) Demonstrate and recognize that pushing or pulling of an object makes it move.

[SC.1.P.13.Pa.1:](#) Apply a push to move an object.

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

[SC.1.P.8.1:](#)

**Remarks/Examples:**

The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

**Related Access Points**

Name	Description
<a href="#">SC.1.P.8.In.1:</a>	Sort objects by observable properties, such as size, shape, color, or texture.
<a href="#">SC.1.P.8.Su.1:</a>	Sort objects by an observable property, such as size, shape, or color.
<a href="#">SC.1.P.8.Pa.1:</a>	Identify common classroom objects by one observable property, such as size or color.

[LAFS.1.RI.1.1:](#) Ask and answer questions about key details in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.1.AP.1a:</a>	Answer questions about key details in a text read, read aloud or viewed.
<a href="#">LAFS.1.RI.1.AP.1b:</a>	Ask questions about key details in a text read, read aloud or viewed.

[LAFS.1.RI.2.4:](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text.
<a href="#">LAFS.1.RI.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.4.10:](#) With prompting and support, read informational texts appropriately complex for grade 1.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.RI.4.AP.10a:</a>	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.W.3.8:](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Related Access Points**

Name	Description
<a href="#">LAFS.1.W.3.AP.8a:</a>	With guidance and support from adults, recall information from experiences to answer a question.
<a href="#">LAFS.1.W.3.AP.8b:</a>	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
<a href="#">LAFS.1.W.3.AP.8c:</a>	Use illustrations and details in a text to obtain facts and compose information on a topic.

[ELD.K12.ELL.SC.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

Identify the correct names of human body parts.

[HE.1.C.1.5:](#)

**Remarks/Examples:**

Stomach, intestines, heart, lungs, skin, muscles, and bones.

**Related Access Points**

Name	Description
<a href="#">HE.1.C.1.In.5:</a>	Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.
<a href="#">HE.1.C.1.Su.5:</a>	Recognize body parts outside of the body, such as mouth, hands, arms, and head.

[HE.1.C.1.Pa.5:](#) Recognize selected body parts outside the body, such as a hand, mouth, and nose.

[MAFS.1.MD.3.4:](#)

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

#### Related Access Points

Name	Description
<a href="#">MAFS.1.MD.3.AP.4a:</a>	Analyze data by sorting into two categories; answer questions about the total number of data points and how many in each category.
<a href="#">MAFS.1.MD.3.AP.4b:</a>	Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for two or more categories.
<a href="#">MAFS.1.MD.3.AP.4c:</a>	Compare the values of the two categories of data in terms of more or less.

#### Related Certifications

<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
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# Access Science Grade 2 (#7720030) [{ Science - Grade 2 - 5020030 }](#)

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<p><b>Course Number:</b> 7720030</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 2</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SCI GRADE 2</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

Name	Description								
<a href="#">SC.2.E.6.1:</a>	<p>Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p><b>Remarks/Examples:</b> Sizes - boulder, stone, pebble, sand, granular.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.2.E.6.In.1:</a></td> <td>Sort rocks according to size and shape.</td> </tr> <tr> <td><a href="#">SC.2.E.6.Su.1:</a></td> <td>Sort rocks according to size.</td> </tr> <tr> <td><a href="#">SC.2.E.6.Pa.1:</a></td> <td>Recognize the ground in the environment.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.2.E.6.In.1:</a>	Sort rocks according to size and shape.	<a href="#">SC.2.E.6.Su.1:</a>	Sort rocks according to size.	<a href="#">SC.2.E.6.Pa.1:</a>	Recognize the ground in the environment.
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<a href="#">SC.2.E.6.2:</a>	<p>Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.2.E.6.In.2:</a></td> <td>Identify components of soil, such as dead plants and pieces of rock.</td> </tr> <tr> <td><a href="#">SC.2.E.6.Su.2:</a></td> <td>Identify small pieces of rock in the soil.</td> </tr> <tr> <td><a href="#">SC.2.E.6.Pa.1:</a></td> <td>Recognize the ground in the environment.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.2.E.6.In.2:</a>	Identify components of soil, such as dead plants and pieces of rock.	<a href="#">SC.2.E.6.Su.2:</a>	Identify small pieces of rock in the soil.	<a href="#">SC.2.E.6.Pa.1:</a>	Recognize the ground in the environment.
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<a href="#">SC.2.E.6.Su.2:</a>	Identify small pieces of rock in the soil.								
<a href="#">SC.2.E.6.Pa.1:</a>	Recognize the ground in the environment.								
<a href="#">SC.2.E.6.3:</a>	<p>Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.2.E.6.In.3:</a></td> <td>Recognize soil types based on color (dark or light) and texture (size of particles).</td> </tr> <tr> <td><a href="#">SC.2.E.6.Su.3:</a></td> <td>Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles).</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.2.E.6.In.3:</a>	Recognize soil types based on color (dark or light) and texture (size of particles).	<a href="#">SC.2.E.6.Su.3:</a>	Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles).		
Name	Description								
<a href="#">SC.2.E.6.In.3:</a>	Recognize soil types based on color (dark or light) and texture (size of particles).								
<a href="#">SC.2.E.6.Su.3:</a>	Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles).								

[SC.2.E.6.Pa.2:](#) Distinguish examples of soil from other substances.

[SC.2.E.7.1:](#) Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.1:</a>	Identify common weather patterns associated with each season.
<a href="#">SC.2.E.7.Su.1:</a>	Recognize types of weather and match to the weather outdoors.
<a href="#">SC.2.E.7.Pa.1:</a>	Recognize daily outdoor temperature as hot or cold.

Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.

[SC.2.E.7.2:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.2:</a>	Identify that the Sun heats the outside air and water.
<a href="#">SC.2.E.7.Su.2:</a>	Recognize that items outside are heated by the Sun.
<a href="#">SC.2.E.7.Pa.1:</a>	Recognize daily outdoor temperature as hot or cold.

[SC.2.E.7.3:](#)

Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.3:</a>	Recognize that water in an open container will disappear (evaporate).
<a href="#">SC.2.E.7.Su.3:</a>	Recognize that wet things will dry when they are left in the air.
<a href="#">SC.2.E.7.Pa.2:</a>	Distinguish between items that are wet and items that are dry.

[SC.2.E.7.4:](#)

Investigate that air is all around us and that moving air is wind.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.4:</a>	Identify effects of wind.
<a href="#">SC.2.E.7.Su.4:</a>	Recognize effects of wind.
<a href="#">SC.2.E.7.Pa.3:</a>	Indicate awareness of air moving.

[SC.2.E.7.5:](#)

State the importance of preparing for severe weather, lightning, and other weather related events.

#### Related Access Points

Name	Description
<a href="#">SC.2.E.7.In.5:</a>	Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados.
<a href="#">SC.2.E.7.Su.5:</a>	Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms.
<a href="#">SC.2.E.7.Pa.4:</a>	Recognize where to go to avoid severe weather, such as thunder and lightning.

Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

[SC.2.L.14.1:](#)

**Remarks/Examples:**  
Integrate [HE.2.C.1.6](#). Recognize the locations and functions of major human organs. [HE.2.B.3.2](#). Name healthy options to health-related issues and problems.

#### Related Access Points

Name	Description
<a href="#">SC.2.L.14.In.1:</a>	Identify major external body parts, such as hands and legs, and their uses.
<a href="#">SC.2.L.14.Su.1:</a>	Match external body parts, such as a foot, to their uses.
<a href="#">SC.2.L.14.Pa.1:</a>	Recognize one or more external body parts.

Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

[SC.2.L.16.1:](#)

**Remarks/Examples:**  
Other examples for [life cycles](#): peanuts, frogs and meal worms.

#### Related Access Points

Name	Description
<a href="#">SC.2.L.16.In.1:</a>	Observe and recognize the major stages in the life cycles of plants and animals.
<a href="#">SC.2.L.16.Su.1:</a>	Observe and recognize the sequence of stages in the life cycles of common animals.
<a href="#">SC.2.L.16.Pa.1:</a>	Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs.

[SC.2.L.17.1:](#)

Compare and contrast the basic needs that all living things, including humans, have for survival.

**Related Access Points**

Name	Description
<a href="#">SC.2.L.17.In.1:</a>	Identify the basic needs of living things, including water, food, and air.
<a href="#">SC.2.L.17.Su.1:</a>	Recognize that living things have basic needs, including water and food.
<a href="#">SC.2.L.17.Pa.1:</a>	Recognize that animals need water.

Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

[SC.2.L.17.2:](#)

**Remarks/Examples:**  
 Build on knowledge from grade 1 (food, air, water, space). Animals need air, food, water, shelter, and plants need air, water, nutrients, light.

**Related Access Points**

Name	Description
<a href="#">SC.2.L.17.In.2:</a>	Recognize that many different kinds of living things are found in different habitats.
<a href="#">SC.2.L.17.Su.2:</a>	Recognize that many kinds of living things are found in the environment.
<a href="#">SC.2.L.17.Pa.2:</a>	Recognize common living things in the immediate environment.

[SC.2.N.1.1:](#)

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Compare the observations made by different groups using the same tools.

[SC.2.N.1.2:](#)

**Remarks/Examples:**  
 Compare the observations made by different groups using the same tools.

Florida Standards Connections: [LAFS.2.SL.1.1](#). Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups.

MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.2:</a>	Identify information about objects based on observation.
<a href="#">SC.2.N.1.Su.2:</a>	Identify characteristics of objects based on observation.
<a href="#">SC.2.N.1.Pa.2:</a>	Use senses to recognize objects.

Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

[SC.2.N.1.3:](#)

**Remarks/Examples:**  
 Florida Standards Connections: [LAFS.2.W.3.8](#). Recall information from experiences or gather information from provided sources to answer a question.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.1:</a>	Ask questions and make observations about things in the natural world.
<a href="#">SC.2.N.1.Su.1:</a>	Answer yes and no questions and make observations about common objects and actions in the natural world.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

Explain how particular scientific investigations should yield similar conclusions when repeated.

[SC.2.N.1.4:](#)

**Remarks/Examples:**  
 Florida Standards Connections: [MAFS.2.MD.4.10](#). Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.3:</a>	Recognize that the results of a scientific activity should be the same when repeated
<a href="#">SC.2.N.1.Su.3:</a>	Recognize that science activities can be repeated.
<a href="#">SC.2.N.1.Pa.3:</a>	Recognize common objects in different environments.

Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

[SC.2.N.1.5:](#)

**Remarks/Examples:**  
 Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.2:</a>	Identify information about objects based on observation.
<a href="#">SC.2.N.1.Su.2:</a>	Identify characteristics of objects based on observation.
<a href="#">SC.2.N.1.Pa.2:</a>	Use senses to recognize objects.

Explain how scientists alone or in groups are always investigating new ways to solve problems.

[SC.2.N.1.6:](#)

**Remarks/Examples:**

\* Florida Standards Connections: MAFS.K.12.MP.1: Make sense of problems and persevere in solving them.

**Related Access Points**

Name	Description
<a href="#">SC.2.N.1.In.4:</a>	Recognize that scientists work to solve problems.
<a href="#">SC.2.N.1.Su.4:</a>	Recognize that people work in science.
<a href="#">SC.2.N.1.Pa.1:</a>	Request a change or help to solve a problem in the environment.

[SC.2.P.10.1:](#)

Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.10.In.1:</a>	Identify ways people use electricity in their lives.
<a href="#">SC.2.P.10.Su.1:</a>	Recognize a way people use electricity in their lives.
<a href="#">SC.2.P.10.Pa.1:</a>	Activate a device that uses electricity.

[SC.2.P.13.1:](#)

Investigate the effect of applying various pushes and pulls on different objects.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.13.In.1:</a>	Observe and identify that pushing or pulling an object can change the direction of movement of the object.
<a href="#">SC.2.P.13.Su.1:</a>	Identify that pushing or pulling an object makes it move.
<a href="#">SC.2.P.13.Pa.1:</a>	Recognize that pushing and pulling an object makes it move.

[SC.2.P.13.2:](#)

Demonstrate that magnets can be used to make some things move without touching them.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.13.In.2:</a>	Observe and recognize that magnets can move some objects.
<a href="#">SC.2.P.13.Su.2:</a>	Use magnets to cause objects to move.
<a href="#">SC.2.P.13.Pa.1:</a>	Recognize that pushing and pulling an object makes it move.

[SC.2.P.13.3:](#)

Recognize that objects are pulled toward the ground unless something holds them up.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.13.In.3:</a>	Identify and demonstrate that an object will fall to the ground when dropped.
<a href="#">SC.2.P.13.Su.3:</a>	Recognize that an object will fall to the ground when dropped.
<a href="#">SC.2.P.13.Pa.2:</a>	Indicate that an object has fallen.

[SC.2.P.13.4:](#)

Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.13.In.4:</a>	Identify that pushing or pulling an object with more force will make the object go faster or farther.
<a href="#">SC.2.P.13.Su.4:</a>	Recognize that pushing or pulling an object with more force will make the object go faster or farther.
<a href="#">SC.2.P.13.Pa.1:</a>	Recognize that pushing and pulling an object makes it move.

Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

[SC.2.P.8.1:](#)

**Remarks/Examples:**

The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

Florida Standards Connections: MAFS.K.12.MP.5: Use appropriate tools strategically and, MAFS.K.12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.1:</a>	Identify objects by observable properties, such as, size, shape, color,
<a href="#">SC.2.P.8.Su.1:</a>	Identify objects by observable properties, such as size, shape, and color.
<a href="#">SC.2.P.8.Pa.1:</a>	Match objects by one observable property, such as size or color.

[SC.2.P.8.2:](#)

Identify objects and materials as solid, liquid, or gas.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.2:</a>	Identify objects and materials as solid or liquid.
<a href="#">SC.2.P.8.Su.2:</a>	Recognize water in solid or liquid states.
<a href="#">SC.2.P.8.Pa.2:</a>	Recognize water as a liquid.

[SC.2.P.8.3:](#)

Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.3:</a>	Recognize that solids have a definite shape and liquids take the shape of their container.
<a href="#">SC.2.P.8.Su.3:</a>	Recognize that solids have a definite shape.
<a href="#">SC.2.P.8.Pa.3:</a>	Recognize different containers that hold liquids.

[SC.2.P.8.4:](#)

Observe and describe water in its solid, liquid, and gaseous states.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.2:</a>	Identify objects and materials as solid or liquid.
<a href="#">SC.2.P.8.Su.2:</a>	Recognize water in solid or liquid states.
<a href="#">SC.2.P.8.Pa.2:</a>	Recognize water as a liquid.

Measure and compare temperatures taken every day at the same time.

[SC.2.P.8.5:](#)

**Remarks/Examples:**  
 \*\* Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.4:</a>	Describe and compare outside daily temperatures as warm or cold.
<a href="#">SC.2.P.8.Su.4:</a>	Identify outside temperatures as warm or cold.
<a href="#">SC.2.P.8.Pa.4:</a>	Recognize common objects or materials as warm or cold.

Measure and compare the volume of liquids using containers of various shapes and sizes.

[SC.2.P.8.6:](#)

**Remarks/Examples:**  
 Recognize the volume of a sample of liquid is independent of the size and shape of the container.  
 Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.8.In.5:</a>	Compare the volume of liquid in a variety of containers.
<a href="#">SC.2.P.8.Su.5:</a>	Recognize different volumes of liquids in identical containers.
<a href="#">SC.2.P.8.Pa.3:</a>	Recognize different containers that hold liquids.

[SC.2.P.9.1:](#)

Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration.

**Related Access Points**

Name	Description
<a href="#">SC.2.P.9.In.1:</a>	Explore and identify that observable properties of materials can be changed.
<a href="#">SC.2.P.9.Su.1:</a>	Recognize changes in observable properties of materials.
<a href="#">SC.2.P.9.Pa.1:</a>	Recognize that the appearance of an object or material has changed.

[LAFS.2.RI.1.3:](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.1.AP.3a:</a>	Identify the connection between a series of historical events in an informational text.
<a href="#">LAFS.2.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text and describe how they are connected.
<a href="#">LAFS.2.RI.1.AP.3c:</a>	Identify the connection between scientific ideas or concepts in an informational text.

[LAFS.2.RI.2.4:](#)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.2.AP.4a:</a>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[LAFS.2.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for understanding.
<a href="#">LAFS.2.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.2.RI.4.AP.10c:</a>	Discuss key details and main topic of an informational text.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. **Build on others’ talk in conversations by linking their comments to the remarks of others.**
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	<b>Build on others’ talk in conversations by linking their comments to the remarks of others.</b>

[LAFS.2.W.3.7:](#)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**Related Access Points**

Name	Description
<a href="#">LAFS.2.W.3.AP.7a:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<a href="#">LAFS.2.W.3.AP.7b:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.2.W.3.8:](#)

Recall information from experiences or gather information from provided sources to answer a question.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.W.3.AP.8a:</a>	Recall information from experiences to answer a question.
<a href="#">LAFS.2.W.3.AP.8b:</a>	With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
<a href="#">LAFS.2.W.3.AP.8c:</a>	Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.
<a href="#">LAFS.2.W.3.AP.8d:</a>	Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.
<a href="#">LAFS.2.W.3.AP.8e:</a>	Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
<a href="#">LAFS.2.W.3.AP.8f:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Name healthy options to health-related issues or problems.

[HE.2.B.5.2:](#)

**Remarks/Examples:**  
 Safety equipment, peer cooperation, and communication.

**Related Access Points**

Name	Description
<a href="#">HE.2.B.5.In.b:</a>	Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.
<a href="#">HE.2.B.5.Su.b:</a>	Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.
<a href="#">HE.2.B.5.Pa.b:</a>	Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.

Recognize the locations and functions of major human organs.

[HE.2.C.1.5:](#)

**Remarks/Examples:**  
 The functions of the heart, lungs, and muscles.

**Related Access Points**

Name	Description
<a href="#">HE.2.C.1.In.5:</a>	Identify major human organs and their functions, such as heart, lungs, and muscles.
<a href="#">HE.2.C.1.Su.5:</a>	Recognize major human organs and their functions, such as heart and muscles.
<a href="#">HE.2.C.1.Pa.5:</a>	Recognize selected major human organs, such as heart, lungs, and muscles.

[MAFS.2.MD.4.9:](#)

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.9a:</a>	Organize linear measurement data by representing continuous data on a line plot.

[MAFS.2.MD.4.10:](#)

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

### Related Access Points

Name	Description
<a href="#">MAFS.2.MD.4.AP.10a:</a>	Identify the value of each category represented on a picture graph and bar graph.
<a href="#">MAFS.2.MD.4.AP.10b:</a>	Organize data by representing on a pictorial graph or bar graph.
<a href="#">MAFS.2.MD.4.AP.10c:</a>	Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less.

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

### Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
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<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>

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# Access Science Grade 3 (#7720040) [{ Science - Grade 3 - 5020040 }](#)

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<p><b>Course Number:</b> 7720040</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 3</p>	<p><b>Course Path:</b> <b>Section:</b> Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SCI GRADE 3</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

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

## Course Standards

Name	Description
<a href="#">SC.3.E.5.1:</a>	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.
<b>Related Access Points</b>	
Name	Description
<a href="#">SC.3.E.5.In.1:</a>	Recognize that stars in the sky look different from each other.
<a href="#">SC.3.E.5.Su.1:</a>	Recognize that all stars except the Sun appear very small.
<a href="#">SC.3.E.5.Pa.1:</a>	Recognize stars in the sky.
<a href="#">SC.3.E.5.2:</a>	Identify the Sun as a star that emits energy; some of it in the form of light.
<b>Related Access Points</b>	
Name	Description
<a href="#">SC.3.E.5.In.2:</a>	Recognize that the Sun is a star that gives off its own light.
<a href="#">SC.3.E.5.Su.2:</a>	Recognize that the Sun gives off light.
<a href="#">SC.3.E.5.Pa.2:</a>	Recognize that the Sun is bright.
<a href="#">SC.3.E.5.3:</a>	Recognize that the Sun appears large and bright because it is the closest star to Earth.
<b>Related Access Points</b>	
Name	Description
<a href="#">SC.3.E.5.In.3:</a>	Recognize that the Sun is the closest star to Earth.
<a href="#">SC.3.E.5.Su.3:</a>	Recognize that the Sun is a star.
<a href="#">SC.3.E.5.Pa.2:</a>	Recognize that the Sun is bright.

[SC.3.E.5.4:](#) Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

#### Related Access Points

Name	Description
<a href="#">SC.3.E.5.In.4:</a>	Observe and describe ways to keep an object from falling due to gravity.
<a href="#">SC.3.E.5.Su.4:</a>	Observe and recognize ways to stop a falling object, such as catching a ball.
<a href="#">SC.3.E.5.Pa.3:</a>	Recognize that an object can be stopped from falling.

[SC.3.E.5.5:](#) Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

#### Related Access Points

Name	Description
<a href="#">SC.3.E.5.In.5:</a>	Recognize that stars appear larger and closer when seen through a telescope.
<a href="#">SC.3.E.5.Su.5:</a>	Recognize a telescope as a tool to view stars in space.
<a href="#">SC.3.E.5.Pa.4:</a>	Match a familiar object enlarged by magnification.

[SC.3.E.6.1:](#) Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

#### Related Access Points

Name	Description
<a href="#">SC.3.E.6.In.1:</a>	Identify that energy from the Sun heats objects.
<a href="#">SC.3.E.6.Su.1:</a>	Recognize that many things will get hot when left in the Sun.
<a href="#">SC.3.E.6.Pa.1:</a>	Distinguish between hot and cold objects.

Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

[SC.3.L.14.1:](#)

#### Remarks/Examples:

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.14.2](#) and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and

Name	Description
<a href="#">SC.3.L.14.In.1:</a>	Identify the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.
<a href="#">SC.3.L.14.Su.1:</a>	Identify the major parts of a plant, such as the root, stem, leaf, and flower.
<a href="#">SC.3.L.14.Pa.1:</a>	Recognize the leaf and flower of a plant.

[SC.3.L.14.2:](#) Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.14.In.2:</a>	Identify behaviors of plants that show they are growing.
<a href="#">SC.3.L.14.Su.2:</a>	Recognize that plants grow toward light and roots grow down in the soil.
<a href="#">SC.3.L.14.Pa.2:</a>	Recognize that plants grow.

[SC.3.L.15.1:](#) Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.15.In.1:</a>	Classify animals by a similar physical characteristic, such as fur, feathers, and number of legs.
<a href="#">SC.3.L.15.Su.1:</a>	Sort common animals by observable characteristics.
<a href="#">SC.3.L.15.Pa.1:</a>	Match animals that are the same.

[SC.3.L.15.2:](#) Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.15.In.2:</a>	Classify parts of plants into groups based on physical characteristics, such as classifying leaves by shape.
<a href="#">SC.3.L.15.Su.2:</a>	Sort common plants by observable characteristics.
<a href="#">SC.3.L.15.Pa.2:</a>	Match plants that are the same.

[SC.3.L.17.1:](#) Describe how animals and plants respond to changing seasons.

#### Related Access Points

Name	Description
<a href="#">SC.3.L.17.In.1:</a>	Identify changes in the appearance of animals and plants throughout the year.
<a href="#">SC.3.L.17.Su.1:</a>	Recognize that the appearance of some plants in the environment changes throughout the year.
<a href="#">SC.3.L.17.Pa.1:</a>	Recognize clothing worn by humans in different weather (seasons).

[SC.3.L.17.2:](#) Recognize that plants use energy from the Sun, air, and water to make their own food.

## Related Access Points

Name	Description
<a href="#">SC.3.L.17.In.2:</a>	Recognize that most plants make their own food.
<a href="#">SC.3.L.17.Su.2:</a>	Recognize that plants need light to grow.
<a href="#">SC.3.L.17.Pa.2:</a>	Recognize that plants need water.

[SC.3.N.1.1:](#) Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

### Remarks/Examples:

Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SC.3.N.1.2:](#) Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.

### Remarks/Examples:

Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.2:</a>	Work with a group to make observations and identify results.
<a href="#">SC.3.N.1.Su.2:</a>	Work with a partner to make observations.
<a href="#">SC.3.N.1.Pa.2:</a>	Assist with investigations with a partner.

[SC.3.N.1.3:](#) Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.3:</a>	Record observations to describe findings using written or visual formats, such as picture stories.
<a href="#">SC.3.N.1.Su.3:</a>	Record observations to describe findings using dictated words and phrases and pictures.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SC.3.N.1.4:](#) Recognize the importance of communication among scientists.

### Remarks/Examples:

\* Florida Standards Connections: [LAFS.3.RI.1.3](#). Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

[SC.3.N.1.5:](#) Recognize that scientists question, discuss, and check each other's evidence and explanations.

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.4:</a>	Recognize that scientists share their knowledge and results with each other.
<a href="#">SC.3.N.1.Su.4:</a>	Recognize that people work in different kinds of jobs related to science.
<a href="#">SC.3.N.1.Pa.3:</a>	Recognize that people share information.

[SC.3.N.1.6:](#) Infer based on observation.

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SC.3.N.1.7:](#) Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

### Remarks/Examples:

Florida Standards Connections: [MAFS.K12.MP.5:](#) Use appropriate tools strategically.

## Related Access Points

Name	Description
<a href="#">SC.3.N.1.In.1:</a>	Ask questions, explore, observe, and identify outcomes.
<a href="#">SC.3.N.1.Su.1:</a>	Ask literal questions, explore, observe, and share information.
<a href="#">SC.3.N.1.Pa.1:</a>	Explore, observe, and recognize common objects in the natural world.

[SC.3.N.3.1:](#) Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

### Remarks/Examples:

Florida Standards Connections: [LAFS.3.RI.2.4.](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

## Related Access Points

Name	Description
<a href="#">SC.3.N.3.In.1:</a>	Recognize meanings of words used in science, such as energy, temperature, and gravity.
<a href="#">SC.3.N.3.Su.1:</a>	Recognize meanings of words used in science, such as telescope, environment, and solid.
<a href="#">SC.3.N.3.Pa.1:</a>	Recognize common objects related to science by name, such as ice, animal, and plant.

[SC.3.N.3.2:](#) Recognize that scientists use models to help understand and explain how things work.

### Remarks/Examples:

Florida Standards Connections: [MAFS.K12.MP.4:](#) [Model](#) with mathematics.

## Related Access Points

Name	Description
<a href="#">SC.3.N.3.In.2:</a>	Use models to identify how things work.
<a href="#">SC.3.N.3.Su.2:</a>	Recognize that models represent real things.
<a href="#">SC.3.N.3.Pa.2:</a>	Recognize a model of a real object.

[SC.3.N.3.3:](#) Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

### Remarks/Examples:

Florida Standards Connections: [MAFS.K12.MP.4:](#) [Model](#) with mathematics.

## Related Access Points

Name	Description
<a href="#">SC.3.N.3.In.3:</a>	Identify that models are representations of things found in the real world.
<a href="#">SC.3.N.3.Su.2:</a>	Recognize that models represent real things.
<a href="#">SC.3.N.3.Pa.2:</a>	Recognize a model of a real object.

[SC.3.P.10.1:](#) Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

## Related Access Points

Name	Description
<a href="#">SC.3.P.10.In.1:</a>	Recognize forms of energy, such as light, heat, electrical, and energy of motion.
<a href="#">SC.3.P.10.Su.1:</a>	Recognize objects that use electricity (television) and the energy of motion (bowling ball).
<a href="#">SC.3.P.10.Pa.1:</a>	Recognize the change in the motion of an object.

[SC.3.P.10.2:](#) Recognize that energy has the ability to cause motion or create change.

## Related Access Points

Name	Description
<a href="#">SC.3.P.10.In.2:</a>	Recognize examples of the use of energy, such as electrical (radio, freezer) and energy of motion (bowling, wind).
<a href="#">SC.3.P.10.Su.1:</a>	Recognize objects that use electricity (television) and the energy of motion (bowling ball).
<a href="#">SC.3.P.10.Pa.1:</a>	Recognize the change in the motion of an object.

[SC.3.P.10.3:](#) Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.

## Related Access Points

Name	Description
<a href="#">SC.3.P.10.In.3:</a>	Identify that light may come from different sources, such as the Sun or electric lamp.

<a href="#">SC.3.P.10.Su.2:</a>	Recognize examples of sources of light, such as the Sun or a flashlight.
<a href="#">SC.3.P.10.Pa.2:</a>	Distinguish light and dark.

[SC.3.P.10.4:](#) Demonstrate that light can be reflected, refracted, and absorbed.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.10.In.3:</a>	Identify that light may come from different sources, such as the Sun or electric lamp.
<a href="#">SC.3.P.10.Su.2:</a>	Recognize examples of sources of light, such as the Sun or a flashlight.
<a href="#">SC.3.P.10.Pa.2:</a>	Distinguish light and dark.

[SC.3.P.11.1:](#) Investigate, observe, and explain that things that give off light often also give off heat.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.11.In.1:</a>	Identify that objects that give off light often give off heat.
<a href="#">SC.3.P.11.Su.1:</a>	Recognize objects that give off both heat and light, such as a light bulb.
<a href="#">SC.3.P.11.Pa.1:</a>	Recognize sources of light.

[SC.3.P.11.2:](#) Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.11.In.2:</a>	Observe and identify that heat is produced when objects are rubbed together.
<a href="#">SC.3.P.11.Su.2:</a>	Observe and recognize that rubbing objects together causes heat.
<a href="#">SC.3.P.11.Pa.2:</a>	Recognize sources of heat.

[SC.3.P.8.1:](#) Measure and compare temperatures of various samples of solids and liquids.

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.5:](#) Use appropriate tools strategically and, [MAFS.K12.MP.6:](#) Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.8.In.1:</a>	Observe and identify the colder/hotter temperature measured on a thermometer.
<a href="#">SC.3.P.8.Su.1:</a>	Recognize that a thermometer measures temperature (cold and hot).
<a href="#">SC.3.P.8.Pa.1:</a>	Recognize the temperature of items, such as food, as cool or warm.

[SC.3.P.8.2:](#) Measure and compare the mass and volume of solids and liquids.

**Remarks/Examples:**  
Introduce the term mass as compared to the term weight.  
Florida Standards Connections: [MAFS.3.MD.1.2](#) [MAFS.K12.MP.5:](#) Use appropriate tools strategically and, [MAFS.K12.MP.6:](#) Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.8.In.2:</a>	Measure the weight of solids or liquids.
<a href="#">SC.3.P.8.Su.2:</a>	Sort solid objects by weight (heavy and light).
<a href="#">SC.3.P.8.Pa.2:</a>	Recognize the larger of two objects.

[SC.3.P.8.3:](#) Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

**Remarks/Examples:**  
\*\* Florida Standards Connections: [MAFS.3.MD.2.4:](#) [MAFS.K12.MP.5:](#) Use appropriate tools strategically; and, [MAFS.K12.MP.6:](#) Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.8.In.3:</a>	Group objects by two observable properties, such as size and shape or color and texture.
<a href="#">SC.3.P.8.Su.3:</a>	Sort objects by an observable property, such as size, shape, color, and texture.
<a href="#">SC.3.P.8.Pa.3:</a>	Match objects by an observable property, such as size, shape, and color.

[SC.3.P.9.1:](#) Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

#### Related Access Points

Name	Description
<a href="#">SC.3.P.9.In.1:</a>	Describe changes in the state of water as a result of freezing and melting.
<a href="#">SC.3.P.9.Su.1:</a>	Identify that water can change from solid to liquid state by heating.
<a href="#">SC.3.P.9.Pa.1:</a>	Recognize that ice can change to water.

[LAFS.3.RI.1.3:](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains

to time, sequence, and cause/effect.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.1.AP.3a:</a>	Identify the sequence of events in an informational text.
<a href="#">LAFS.3.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text.
<a href="#">LAFS.3.RI.1.AP.3c:</a>	Identify the cause and effect relationships in an informational text.

[LAFS.3.RI.2.4:](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

[LAFS.3.RI.4.10:](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Related Access Points

Name	Description
<a href="#">LAFS.3.RI.4.AP.10a:</a>	Read or listen to and recount self- selected informational articles, history/social studies, science and technical texts.

[LAFS.3.SL.1.1:](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.W.3.8:](#) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Related Access Points

Name	Description
<a href="#">LAFS.3.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8b:</a>	Recall information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8c:</a>	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8d:</a>	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8e:</a>	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.W.3.AP.8f:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
<a href="#">LAFS.3.W.3.AP.8g:</a>	Locate important points on a single topic from two informational texts or sources.
<a href="#">LAFS.3.W.3.AP.8h:</a>	Identify key details in an informational text.
<a href="#">LAFS.3.W.3.AP.8i:</a>	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
<a href="#">LAFS.3.W.3.AP.8j:</a>	Sort evidence collected from print and/or digital sources into provided categories.

[HE.3.C.1.4:](#) Recognize common childhood health conditions.

<b>Remarks/Examples:</b> Asthma, diabetes, food allergies, dental cavities, and colds.
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### Related Access Points

Name	Description
<a href="#">HE.3.C.1.In.d:</a>	Identify common childhood health conditions, such as asthma, diabetes, food allergies, and dental cavities.
<a href="#">HE.3.C.1.Su.d:</a>	Identify a common childhood health condition, such as asthma, diabetes, food allergies, and dental cavities.
<a href="#">HE.3.C.1.Pa.d:</a>	Recognize symptoms of common childhood illnesses, such as a runny nose or sore throat.

[HE.3.C.1.5:](#) Recognize that body parts and organs work together to form human body systems.

<b>Remarks/Examples:</b> Circulatory system, digestive system, nervous system, reproductive system, and other body systems.
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### Related Access Points

Name	Description
<a href="#">HE.3.C.1.In.e:</a>	Recognize that human body parts work together (systems) to maintain physical health.
<a href="#">HE.3.C.1.Su.e:</a>	Recognize that selected body parts work together to maintain physical health.
<a href="#">HE.3.C.1.Pa.e:</a>	Recognize that there are parts inside of the body, such as the heart and stomach.

[MAFS.3.MD.1.2:](#) Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

**Remarks/Examples:**  
**Examples of Opportunities for In-Depth Focus**

Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole- number problems involving such quantities.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.1.AP.2a:</a>	Select the appropriate tool for the measurement of liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2b:</a>	Select appropriate units for measurement involving liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2c:</a>	Add to solve one-step word problems involving liquid volume and mass.
<a href="#">MAFS.3.MD.1.AP.2d:</a>	Estimate liquid volume and mass.

[MAFS.3.MD.2.4:](#) Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

#### Related Access Points

Name	Description
<a href="#">MAFS.3.MD.2.AP.4a:</a>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
<a href="#">MAFS.3.MD.2.AP.4b:</a>	Organize measurement data into a line plot.

[ELD.K12.ELL.SC.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science. [ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

#### Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus <u>Specific Learning Disabilities (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus <u>Elementary Education (Elementary Grades 1-6)</u></a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus <u>Specific Learning Disabilities (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus <u>Primary Education (K-3)</u></a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus <u>Science (Elementary Grades 1-6)</u></a>
<a href="#">Elementary Education (Grades K-6) Plus <u>Exceptional Student Education (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus <u>Elementary Education (Elementary Grades 1-6)</u></a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus <u>Exceptional Student Education (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus <u>Primary Education (K-3)</u></a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus <u>Science (Elementary Grades 1-6)</u></a>
<a href="#">Elementary Education (Grades K-6) Plus <u>Mentally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus <u>Mentally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus <u>Mentally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Primary Education (K-3) Plus <u>Mentally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Science (Elementary Grades 1-6) Plus <u>Mentally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Elementary Education (Grades K-6) Plus <u>Varying Exceptionalities (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus <u>Elementary Education (Elementary Grades 1-6)</u></a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus <u>Varying Exceptionalities (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus <u>Primary Education (K-3)</u></a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus <u>Science (Elementary Grades 1-6)</u></a>
<a href="#">Elementary Education (Grades K-6) Plus <u>Emotionally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus <u>Emotionally Handicapped (Elementary and Secondary Grades K-12)</u></a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus <u>Emotionally Handicapped (Elementary and Secondary Grades K-12)</u></a>
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<a href="#">Science (Elementary Grades 1-6) Plus <u>Emotionally Handicapped (Elementary and Secondary Grades K-12)</u></a>

There are more than 289 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15466>



# Access Science Grade 4 (#7720050) [{ Science - Grade 4 - 5020050 }](#)

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<p><b>Course Number:</b> 7720050</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 4</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SCI GRADE 4</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>

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

## Course Standards

Name	Description								
<a href="#">SC.4.E.5.1:</a>	<p>Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.</p> <p><b>Remarks/Examples:</b> ** Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.4.E.5.In.1:</a></td> <td>Identify that there are many stars in the sky with some that create patterns.</td> </tr> <tr> <td><a href="#">SC.4.E.5.Su.1:</a></td> <td>Recognize a pattern of stars in the sky, such as the Big Dipper.</td> </tr> <tr> <td><a href="#">SC.4.E.5.Pa.1:</a></td> <td>Recognize that there are many stars in the sky.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.4.E.5.In.1:</a>	Identify that there are many stars in the sky with some that create patterns.	<a href="#">SC.4.E.5.Su.1:</a>	Recognize a pattern of stars in the sky, such as the Big Dipper.	<a href="#">SC.4.E.5.Pa.1:</a>	Recognize that there are many stars in the sky.
Name	Description								
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<a href="#">SC.4.E.5.Su.1:</a>	Recognize a pattern of stars in the sky, such as the Big Dipper.								
<a href="#">SC.4.E.5.Pa.1:</a>	Recognize that there are many stars in the sky.								
<a href="#">SC.4.E.5.2:</a>	<p>Describe the changes in the observable shape of the moon over the course of about a month.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.4.E.5.In.2:</a></td> <td>Label three phases of the moon, including full, half (quarter), and crescent.</td> </tr> <tr> <td><a href="#">SC.4.E.5.Su.2:</a></td> <td>Identify a full moon and a half (quarter) moon.</td> </tr> <tr> <td><a href="#">SC.4.E.5.Pa.2:</a></td> <td>Recognize a full moon as a circle.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.4.E.5.In.2:</a>	Label three phases of the moon, including full, half (quarter), and crescent.	<a href="#">SC.4.E.5.Su.2:</a>	Identify a full moon and a half (quarter) moon.	<a href="#">SC.4.E.5.Pa.2:</a>	Recognize a full moon as a circle.
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<a href="#">SC.4.E.5.Su.2:</a>	Identify a full moon and a half (quarter) moon.								
<a href="#">SC.4.E.5.Pa.2:</a>	Recognize a full moon as a circle.								
<a href="#">SC.4.E.5.3:</a>	<p>Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.</p> <p><b>Remarks/Examples:</b> Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.</p> <p><b>Related Access Points</b></p>								

Name	Description
<a href="#">SC.4.E.5.In.3:</a>	Recognize that Earth revolves around the Sun.
<a href="#">SC.4.E.5.Su.3:</a>	Recognize that Earth is always turning (rotating).
<a href="#">SC.4.E.5.Pa.3:</a>	Identify morning, noon, and night.

Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

[SC.4.E.5.4:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.E.5.1](#), [SC.4.E.5.2](#), and [SC.4.E.5.3](#).

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.4:</a>	Recognize that the Sun appears to rise and set because of Earth's rotation in a 24-hour day.
<a href="#">SC.4.E.5.Su.4:</a>	Recognize that the side of Earth facing the Sun has daylight.
<a href="#">SC.4.E.5.Pa.3:</a>	Identify morning, noon, and night.

[SC.4.E.5.5:](#)

Investigate and report the effects of space research and exploration on the economy and culture of Florida.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.5.In.5:</a>	Identify objects and people related to the space program in Florida.
<a href="#">SC.4.E.5.Su.5:</a>	Recognize an object or person related to the space program in Florida.
<a href="#">SC.4.E.5.Pa.4:</a>	Recognize a space-related object.

[SC.4.E.6.1:](#)

Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.1:</a>	Recognize that rocks are classified by the way they are formed, such as sedimentary.
<a href="#">SC.4.E.6.Su.1:</a>	Sort rocks according to observable characteristics, including color, shape, and size.
<a href="#">SC.4.E.6.Pa.1:</a>	Distinguish rocks from other substances found on the Earth's surface.

Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

[SC.4.E.6.2:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.E.6.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.2:</a>	Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver.
<a href="#">SC.4.E.6.Su.2:</a>	Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color).
<a href="#">SC.4.E.6.Pa.2:</a>	Recognize common minerals, such as rock salt, talc, gold, and silver.

Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

[SC.4.E.6.3:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.E.6.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.3:</a>	Recognize that some natural resources used by humans are non-renewable, such as oil.
<a href="#">SC.4.E.6.Su.3:</a>	Recognize that some natural resources can run out (non-renewable).
<a href="#">SC.4.E.6.Pa.3:</a>	Recognize the universal symbol for recycling.

Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).

[SC.4.E.6.4:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0.

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.4:</a>	Identify that wind and water cause physical weathering and erosion of rocks.
<a href="#">SC.4.E.6.Su.4:</a>	Recognize examples of weathering or erosion in the environment.
<a href="#">SC.4.E.6.Pa.4:</a>	Recognize the effect of weathering on an object.

Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

[SC.4.E.6.5:](#)

**Remarks/Examples:**

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.5:</a>	Identify tools used to observe things that are far away and things that are very small.
<a href="#">SC.4.E.6.Su.5:</a>	Recognize tools that will make things look larger, such as a telescope and a magnifier.
<a href="#">SC.4.E.6.Pa.5:</a>	Recognize that something has been magnified.

[SC.4.E.6.6:](#) Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

**Related Access Points**

Name	Description
<a href="#">SC.4.E.6.In.6:</a>	Identify natural resources found in Florida, including solar energy, water, and limestone.
<a href="#">SC.4.E.6.Su.6:</a>	Recognize natural resources found in Florida, such as solar energy and water.
<a href="#">SC.4.E.6.Pa.6:</a>	Recognize water as a resource in Florida.

[SC.4.L.16.1:](#) Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.1:</a>	Identify that insects spread pollen to help flowering plants make seeds.
<a href="#">SC.4.L.16.Su.1:</a>	Recognize that many flowering plants grow from their own seeds.
<a href="#">SC.4.L.16.Pa.1:</a>	Recognize that many plants have flowers and leaves.

Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.

[SC.4.L.16.2:](#)

**Remarks/Examples:**  
Integrate [HE.4.C.1.6](#). Identify the human body parts and organs that work together to form healthy body systems.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.2:</a>	Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.
<a href="#">SC.4.L.16.Su.2:</a>	Recognize behaviors of common animals.
<a href="#">SC.4.L.16.Pa.2:</a>	Recognize similarities between self and parents.

[SC.4.L.16.3:](#) Recognize that animal behaviors may be shaped by heredity and learning.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.2:</a>	Identify behaviors that animals have naturally (inherit) and behaviors that animals learn.
<a href="#">SC.4.L.16.Su.2:</a>	Recognize behaviors of common animals.
<a href="#">SC.4.L.16.Pa.2:</a>	Recognize similarities between self and parents.

Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.

[SC.4.L.16.4:](#)

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.16.In.3:</a>	Identify similarities in the major stages in the life cycles of common Florida plants and animals.
<a href="#">SC.4.L.16.Su.3:</a>	Recognize the major stages in life cycles of common plants and animals.
<a href="#">SC.4.L.16.Pa.3:</a>	Match offspring of animals with parents.

[SC.4.L.17.1:](#) Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.1:</a>	Identify seasonal changes in Florida plants and animals.
<a href="#">SC.4.L.17.Su.1:</a>	Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color.
<a href="#">SC.4.L.17.Pa.1:</a>	Recognize a seasonal change in the appearance of a common plant.

[SC.4.L.17.2:](#)

Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.2:</a>	Recognize that animals cannot make their own food and they must eat plants or other animals to survive.
<a href="#">SC.4.L.17.Su.2:</a>	Recognize that animals (consumers) eat plants or other animals for their food.

[SC.4.L.17.Pa.2:](#) Recognize that animals eat food.

Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

[SC.4.L.17.3:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.17.2](#) and [SC.4.L.17.2](#).

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.3:</a>	Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat plants or other animals for their food.
<a href="#">SC.4.L.17.Su.2:</a>	Recognize that animals (consumers) eat plants or other animals for their food.
<a href="#">SC.4.L.17.Pa.2:</a>	Recognize that animals eat food.

Recognize ways plants and animals, including humans, can impact the environment.

**Remarks/Examples:**

Introduce the impacts of invasive species, such as Brazilian pepper, Cuban anole, Kudzu, Australian pine, non-native pets released into wild (Burmese python). Ocean pollution resulting from discharge of sewage, toxic chemicals, manufacturing wastes, fertilizers, soaps, detergents, runoff and insecticides population growth causes consumption of limited resources and land use expansion to accommodate for more people animal extinction (endangered and threatened species).

[SC.4.L.17.4:](#)

**Related Access Points**

Name	Description
<a href="#">SC.4.L.17.In.4:</a>	Recognize things that people do to help or hurt the environment, such as recycling and pollution.
<a href="#">SC.4.L.17.Su.3:</a>	Recognize ways that people can help improve the environment, such as cleaning up trash.
<a href="#">SC.4.L.17.Pa.3:</a>	Recognize ways that people can help improve the immediate environment, such as cleaning up trash.

Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

**Remarks/Examples:**

Florida Standards Connections: [LAFS.4.RI.1.3](#). Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them and, [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others.

[SC.4.N.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.1:</a>	Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
<a href="#">SC.4.N.1.Su.1:</a>	Ask a question about the natural world, explore materials, observe, and share information.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups.

**Remarks/Examples:**

Florida Standards Connections: [LAFS.4.SL.1.1](#). Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: [MAFS.K12.MP.4](#): Model with mathematics and, [MAFS.K12.MP.5](#): Use appropriate tools strategically.

[SC.4.N.1.2:](#)

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.2:</a>	Compare own observations with observations of others.
<a href="#">SC.4.N.1.Su.2:</a>	Identify information based on observations of self and others.
<a href="#">SC.4.N.1.Pa.2:</a>	Recognize differences in objects or pictures.

Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

[SC.4.N.1.3:](#)

**Related Access Points**

Name	Description
<a href="#">SC.4.N.1.In.1:</a>	Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings.
<a href="#">SC.4.N.1.Su.1:</a>	Ask a question about the natural world, explore materials, observe, and share information.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Attempt reasonable answers to scientific questions and cite evidence in support.

**Remarks/Examples:**

\* Florida Standards Connections: [LAFS.4.W.3.8](#). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [LAFS.4.W.3.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.

[SC.4.N.1.4:](#)

\*\* Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

#### Related Access Points

Name	Description
<a href="#">SC.4.N.1.In.3:</a>	Relate findings to predefined science questions.
<a href="#">SC.4.N.1.Su.3:</a>	Answer questions about objects and actions related to science.
<a href="#">SC.4.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to solve a simple problem.

Compare the methods and results of investigations done by other classmates.

[SC.4.N.1.5:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.4.N.1.In.2:</a>	Compare own observations with observations of others.
<a href="#">SC.4.N.1.Su.2:</a>	Identify information based on observations of self and others.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.

[SC.4.N.1.6:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

#### Related Access Points

Name	Description
<a href="#">SC.4.N.1.In.4:</a>	Communicate observations and findings through the use of pictures, writing, or charts.
<a href="#">SC.4.N.1.Su.4:</a>	Record observations using drawings, dictation, or pictures.
<a href="#">SC.4.N.1.Pa.3:</a>	Select an object or picture to represent observed events.

Recognize and explain that scientists base their explanations on evidence.

[SC.4.N.1.7:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

#### Related Access Points

Name	Description
<a href="#">SC.4.N.1.In.5:</a>	Recognize that scientists perform experiments, make observations, and gather evidence.
<a href="#">SC.4.N.1.Su.5:</a>	Recognize ways that scientists collect evidence, such as by observations or measuring.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

Recognize that science involves creativity in designing experiments.

[SC.4.N.1.8:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.

#### Related Access Points

Name	Description
<a href="#">SC.4.N.1.In.5:</a>	Recognize that scientists perform experiments, make observations, and gather evidence.
<a href="#">SC.4.N.1.Su.5:</a>	Recognize ways that scientists collect evidence, such as by observations or measuring.
<a href="#">SC.4.N.1.Pa.4:</a>	Recognize that people share information about science.

Explain that science focuses solely on the natural world.

[SC.4.N.2.1:](#)

#### Related Access Points

Name	Description
<a href="#">SC.4.N.2.In.1:</a>	Identify that science focuses on the natural world.
<a href="#">SC.4.N.2.Su.1:</a>	Recognize that science focuses on the natural world.
<a href="#">SC.4.N.2.Pa.1:</a>	Associate science with the natural world in the local environment.

Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.

[SC.4.N.3.1:](#)

**Remarks/Examples:**  
Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively and, MAFS.K12.MP.4: Model with mathematics.

#### Related Access Points

Name	Description
<a href="#">SC.4.N.3.In.1:</a>	Identify different types of models, such as a replica, a picture, or an animation.
<a href="#">SC.4.N.3.Su.1:</a>	Recognize different types of models, such as a replica or a picture.
<a href="#">SC.4.N.3.Pa.1:</a>	Match a model that is a replica to a real object.

[SC.4.P.10.1:](#) Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.10.In.1:</a>	Identify forms of energy, such as light, heat, electrical, and energy of motion.
<a href="#">SC.4.P.10.Su.1:</a>	Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine).
<a href="#">SC.4.P.10.Pa.1:</a>	Recognize a source of heat energy (fire, heater).

[SC.4.P.10.2:](#) Investigate and describe that energy has the ability to cause motion or create change.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.10.In.2:</a>	Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).
<a href="#">SC.4.P.10.Su.2:</a>	Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball).
<a href="#">SC.4.P.10.Pa.1:</a>	Recognize a source of heat energy (fire, heater).

[SC.4.P.10.3:](#) Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.10.In.3:</a>	Recognize that vibrations cause sound and identify sounds as high or low (pitch).
<a href="#">SC.4.P.10.Su.3:</a>	Recognize sounds as high or low (pitch).
<a href="#">SC.4.P.10.Pa.2:</a>	Recognize objects that create sounds.

[SC.4.P.10.4:](#) Describe how moving water and air are sources of energy and can be used to move things.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.10.In.4:</a>	Identify machines that use energy from moving water or air, including a windmill and a waterwheel.
<a href="#">SC.4.P.10.Su.4:</a>	Identify objects that use energy from moving air, such as a pinwheel or sailboat.
<a href="#">SC.4.P.10.Pa.3:</a>	Recognize that moving air can move objects.

[SC.4.P.11.1:](#) Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.11.In.1:</a>	Identify that a hot object will make a cold object warm when they touch.
<a href="#">SC.4.P.11.Su.1:</a>	Recognize that a hot object can make a cold object warm when they touch.
<a href="#">SC.4.P.11.Pa.1:</a>	Recognize a temperature change from cold to warm.

[SC.4.P.11.2:](#) Identify common materials that conduct heat well or poorly.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.11.In.2:</a>	Identify materials that are strong conductors of heat, such as metal.
<a href="#">SC.4.P.11.Su.2:</a>	Recognize a common material that is a strong conductor of heat, such as metal.
<a href="#">SC.4.P.11.Pa.2:</a>	Recognize common objects that conduct heat.

[SC.4.P.12.1:](#) Recognize that an object in motion always changes its position and may change its direction.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.12.In.1:</a>	Identify that the position of an object changes when the object is in motion.
<a href="#">SC.4.P.12.Su.1:</a>	Recognize that movement causes an object to change position.
<a href="#">SC.4.P.12.Pa.1:</a>	Recognize that an object can move in different directions, such as left to right, straight line, and zigzag.

[SC.4.P.12.2:](#) Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.

#### Related Access Points

Name	Description
<a href="#">SC.4.P.12.In.2:</a>	Identify speed as how long it takes to travel a certain distance.
<a href="#">SC.4.P.12.Su.2:</a>	Identify objects that move at different speeds.
<a href="#">SC.4.P.12.Pa.2:</a>	Recognize an object as moving fast or slow.

Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

[SC.4.P.8.1:](#)

**Remarks/Examples:**

Investigate the concept of weight versus mass of objects.

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.8.In.1:</a>	Compare objects and materials based on physical properties, such as size, shape, color, texture, weight, hardness, odor, taste, and temperature.
<a href="#">SC.4.P.8.Su.1:</a>	Sort objects by physical properties, such as size, shape, color, texture, weight (heavy or light), and temperature (hot or cold).
<a href="#">SC.4.P.8.Pa.1:</a>	Match objects with similar observable properties, such as size, shape, color, or texture.

[SC.4.P.8.2:](#)

Identify properties and common uses of water in each of its states.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.8.In.2:</a>	Identify properties and uses of water in solid and liquid states.
<a href="#">SC.4.P.8.Su.2:</a>	Identify uses of water in solid or liquid states.
<a href="#">SC.4.P.8.Pa.2:</a>	Identify ice as a solid.

Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts.

[SC.4.P.8.3:](#)

**Remarks/Examples:**

Investigate the concept of weight versus mass of objects.

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.8.In.3:</a>	Identify that a whole object weighs the same as all of its parts together.
<a href="#">SC.4.P.8.Su.3:</a>	Recognize that the parts of an object can be put together to make a whole.
<a href="#">SC.4.P.8.Pa.3:</a>	Recognize that some objects have parts.

[SC.4.P.8.4:](#)

Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.8.In.4:</a>	Identify objects a magnet will attract.
<a href="#">SC.4.P.8.Su.4:</a>	Demonstrate that magnets can attract other magnets.
<a href="#">SC.4.P.8.Pa.4:</a>	Recognize that objects can stick together.

[SC.4.P.9.1:](#)

Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

**Related Access Points**

Name	Description
<a href="#">SC.4.P.9.In.1:</a>	Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant.
<a href="#">SC.4.P.9.Su.1:</a>	Indicate differences in materials that have been changed into other materials, such as rust on a can.
<a href="#">SC.4.P.9.Pa.1:</a>	Recognize changes in observable properties of materials.

[LAFS.4.RI.1.3:](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.

[LAFS.4.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.2.AP.4a:</a>	Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.

[LAFS.4.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.4.AP.10a:</a>	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.4.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.4.SL.1.AP.1d:</a>	Review the key ideas expressed within a collaborative discussion.

[LAFS.4.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.4.W.3.AP.8b:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.4.W.3.AP.8c:</a>	Identify key details from an informational text that are relevant to the specific topic.
<a href="#">LAFS.4.W.3.AP.8d:</a>	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.
<a href="#">LAFS.4.W.3.AP.8e:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.4.W.3.9:](#)

- Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[MAFS.4.MD.1.1:](#)

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.1.AP.1a:</a>	Within a system of measurement, identify the number of smaller units in the next larger unit.
<a href="#">MAFS.4.MD.1.AP.1b:</a>	Complete a conversion table for length and mass within a single system.

[MAFS.4.MD.2.4:](#)

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

#### Related Access Points

Name	Description
<a href="#">MAFS.4.MD.2.AP.4a:</a>	Solve problems involving addition and subtraction of fractions with like denominators (2, 4, and 8) by using information presented in line plots.

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

Identify the human body parts and organs that work together to form healthy body systems.

[HE.4.C.1.5:](#)

<b>Remarks/Examples:</b> Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.
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#### Related Access Points

Name	Description
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<a href="#">HE.4.C.1.In.5:</a>	Recognize major external and internal body parts that work together, such as the nose and lungs for breathing, and the mouth and stomach for digesting food.
<a href="#">HE.4.C.1.Su.5:</a>	Recognize selected body parts that work together, such as the nose and lungs for breathing or the mouth and stomach for digesting food.
<a href="#">HE.4.C.1.Pa.5:</a>	Associate selected external body parts with their functions.

## Related Certifications

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Science (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>

There are more than 410 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15467>



# Access Science Grade 5 (#7720060) { Science - Grade 5 - 5020060 }

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<p><b>Course Number:</b> 7720060</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 5</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SCI GRADE 5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf>.

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

## Course Standards

Name	Description								
<a href="#">SC.5.E.5.1:</a>	<p>Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.</p> <p><b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.3.E.5.1</a>, <a href="#">SC.3.E.5.2</a>, and <a href="#">SC.3.E.5.3</a>.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.5.E.5.In.1:</a></td> <td>Identify that a galaxy is made of a very large number of stars and the planets that orbit them.</td> </tr> <tr> <td><a href="#">SC.5.E.5.Su.1:</a></td> <td>Recognize that a galaxy is a group of stars.</td> </tr> <tr> <td><a href="#">SC.5.E.5.Pa.1:</a></td> <td>Recognize that stars are very far away from Earth.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.5.E.5.In.1:</a>	Identify that a galaxy is made of a very large number of stars and the planets that orbit them.	<a href="#">SC.5.E.5.Su.1:</a>	Recognize that a galaxy is a group of stars.	<a href="#">SC.5.E.5.Pa.1:</a>	Recognize that stars are very far away from Earth.
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<a href="#">SC.5.E.5.Pa.1:</a>	Recognize that stars are very far away from Earth.								
<a href="#">SC.5.E.5.2:</a>	<p>Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SC.5.E.5.In.2:</a></td> <td>Recognize major differences in the characteristics of the planets in the Solar System.</td> </tr> <tr> <td><a href="#">SC.5.E.5.Su.2:</a></td> <td>Recognize that surface of planet Earth is covered by water and land.</td> </tr> <tr> <td><a href="#">SC.5.E.5.Pa.2:</a></td> <td>Recognize Earth as the planet where we live.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SC.5.E.5.In.2:</a>	Recognize major differences in the characteristics of the planets in the Solar System.	<a href="#">SC.5.E.5.Su.2:</a>	Recognize that surface of planet Earth is covered by water and land.	<a href="#">SC.5.E.5.Pa.2:</a>	Recognize Earth as the planet where we live.
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<a href="#">SC.5.E.5.Pa.2:</a>	Recognize Earth as the planet where we live.								
<a href="#">SC.5.E.5.3:</a>	<p>Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.</p> <p><b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.5.E.5.2</a>.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

[SC.5.E.5.In.3:](#) Identify that the Solar System includes the Sun, Earth, Moon, and other planets and their moons.

[SC.5.E.5.Su.3:](#) Identify that the Sun, Earth, and Moon are part of the Solar System.

[SC.5.E.5.Pa.2:](#) Recognize Earth as the planet where we live.

Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.

[SC.5.E.7.1:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.E.7.2](#).

Florida Standards Connections: MAFS.K12.MP.4: [Model](#) with mathematics.

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.1:</a>	Label the state of water in each stage of the water cycle.
<a href="#">SC.5.E.7.Su.1:</a>	Match different states of water (liquid and solid) to changes in temperature.
<a href="#">SC.5.E.7.Pa.1:</a>	Distinguish between water as a liquid and ice as a solid.

[SC.5.E.7.2:](#)

Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.2:</a>	Recognize that water evaporates from the ocean, falls as precipitation, and then goes back into the ocean.
<a href="#">SC.5.E.7.Su.2:</a>	Observe and recognize that water evaporates over time.
<a href="#">SC.5.E.7.Pa.2:</a>	Recognize that wet things will dry when they are left in the air.

[SC.5.E.7.3:](#)

Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.E.7.4](#), [SC.5.E.7.5](#), and [SC.5.E.7.6](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.3:</a>	Identify elements that make up weather, including temperature, precipitation, and wind speed and direction.
<a href="#">SC.5.E.7.Su.3:</a>	Recognize elements of weather, including temperature, precipitation, and wind.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.4:](#)

Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.4:</a>	Describe types of precipitation, including rain, snow, and hail.
<a href="#">SC.5.E.7.Su.4:</a>	Identify different types of precipitation, including rain and snow.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.5:](#)

Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.5:</a>	Recognize weather-related differences in environments, such as swamps and deserts.
<a href="#">SC.5.E.7.Su.5:</a>	Match specific weather conditions with different locations.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.6:](#)

Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.6:</a>	Identify features of weather in different climate zones, such as tropical and polar.
<a href="#">SC.5.E.7.Su.5:</a>	Match specific weather conditions with different locations.
<a href="#">SC.5.E.7.Pa.3:</a>	Recognize the weather conditions including hot/cold and raining/not raining during the day.

[SC.5.E.7.7:](#)

Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

**Related Access Points**

Name	Description
<a href="#">SC.5.E.7.In.7:</a>	Identify emergency plans and procedures for severe weather.
<a href="#">SC.5.E.7.Su.6:</a>	Identify what to do in severe weather.
<a href="#">SC.5.E.7.Pa.4:</a>	Recognize examples of severe weather conditions.

Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

[SC.5.L.14.1:](#)

**Remarks/Examples:**

Muscles and skeleton are not organs in the human body and should be referred to as the muscular and skeletal systems and the function of the muscles and skeleton. Integrate HE.5.C.1.6.Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. Annually assessed on Grade 5 Science FCAT 2.0 (human body systems are not assessed through this benchmark).

**Related Access Points**

Name	Description
<a href="#">SC.5.L.14.In.1:</a>	Distinguish major external and internal body parts, including skin, brain, heart, lungs, stomach, muscles and skeleton, reproductive organs, and sensory organs.
<a href="#">SC.5.L.14.Su.1:</a>	Identify major external and internal body parts, including skin, brain, heart, lungs, stomach, and sensory organs.
<a href="#">SC.5.L.14.Pa.1:</a>	Recognize body parts related to movement and the five senses.

[SC.5.L.14.2:](#)

Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.15.1](#) and [SC.3.L.15.2](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.L.14.Su.2:</a>	Recognize the functions of the major parts of plants and animals.
<a href="#">SC.5.L.14.Pa.2:</a>	Observe plants and animals and recognize how they are alike in the way they look.

[SC.5.L.15.1:](#)

Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

**Related Access Points**

Name	Description
<a href="#">SC.5.L.15.In.1:</a>	Identify ways that plants and animals can be affected by changes in their habitats, such as lack of food or water, disease, or reduced space.
<a href="#">SC.5.L.15.Su.1:</a>	Recognize ways that plants and animals can be affected by changes in their habitats, such as lack of food or water.
<a href="#">SC.5.L.15.Pa.1:</a>	Recognize what happens when plants don't get water.

[SC.5.L.17.1:](#)

Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.L.17.1](#), [SC.4.L.16.2](#), [SC.4.L.16.3](#), [SC.4.L.17.1](#), [SC.4.L.17.4](#), and [SC.5.L.15.1](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.L.17.In.1:</a>	Identify features of common plants and animals that enable them to survive in different habitats (environments).
<a href="#">SC.5.L.17.Su.1:</a>	Recognize that many different kinds of living things are found in different habitats.
<a href="#">SC.5.L.17.Pa.1:</a>	Match common living things with their habitats.

Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

[SC.5.N.1.1:](#)

**Remarks/Examples:**

Design and evaluate a written procedure or experimental setup. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.1](#), [SC.4.N.1.1](#), [SC.4.N.1.6](#), [SC.5.N.1.2](#), and [SC.5.N.1.4](#).

Florida Standards Connections: [LAFS.5.RI.1.3](#). Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [LAFS.5.W.3.8](#). Recall relevant information from experiences or gather relevant information from print and digital sources summarize or paraphrase information in notes and finished work, and provide a list of sources. [MAFS.5.MD.2.2](#). Represent and interpret data. MAFS.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.2: Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.1:</a>	Ask a question about the natural world, use selected reference materials to find information, work with others to carry out a simple experiment, and share results.
<a href="#">SC.5.N.1.Su.1:</a>	Ask questions about the natural world, use selected materials to find information, observe, and identify answers to the question.
<a href="#">SC.5.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to respond to a question about the natural world.

Explain the difference between an experiment and other types of scientific investigation.

[SC.5.N.1.2:](#)

**Remarks/Examples:**  
Explain that an investigation is observing the natural world, without interference, and an experiment involves variables (independent/test and dependent/ outcome) and establishes cause-effect relationships (Schwartz, 2007).

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.2:</a>	Identify the basic purpose of an experiment.
<a href="#">SC.5.N.1.Su.2:</a>	Identify the result of a simple experiment.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Recognize and explain the need for repeated experimental trials.

[SC.5.N.1.3:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.5](#): Use appropriate tools strategically and, [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Identify a control group and explain its importance in an experiment.

[SC.5.N.1.4:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.6](#): Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.3:</a>	Recognize that experiments may include activities that are repeated.
<a href="#">SC.5.N.1.Su.3:</a>	Recognize that experiments can be repeated with other groups.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."

[SC.5.N.1.5:](#)

**Remarks/Examples:**  
Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them and, [MAFS.K12.MP.2](#): Reason abstractly and quantitatively.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.4:</a>	Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments.
<a href="#">SC.5.N.1.Su.4:</a>	Recognize ways that scientific evidence can be collected, such as by observing or measuring.
<a href="#">SC.5.N.1.Pa.2:</a>	Recognize that people use observation and actions to get answers to questions about the natural world.

[SC.5.N.1.6:](#)

Recognize and explain the difference between personal opinion/interpretation and verified observation.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.1.In.5:</a>	Determine whether descriptions of observations are based on fact or personal belief.
<a href="#">SC.5.N.1.Su.5:</a>	Recognize facts about a scientific observation.
<a href="#">SC.5.N.1.Pa.1:</a>	Explore, observe, and select an object or picture to respond to a question about the natural world.

Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

[SC.5.N.2.1:](#)

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.N.1.7](#), [SC.4.N.1.3](#), [SC.4.N.1.7](#), [SC.5.N.1.5](#), and [SC.5.N.1.6](#).  
  
Florida Standards Connections: [LAFS.5.W.3.9](#). Draw evidence from literary or informational texts to support analysis, reflection, and research.  
  
Florida Standards Connections: [MAFS.K12.MP.1](#): Make sense of problems and persevere in solving them and, [MAFS.K12.MP.2](#): Reason abstractly and quantitatively and, [MAFS.K12.MP.3](#): Construct viable arguments and critique the reasoning of others.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.2.In.1:</a>	Identify that science knowledge is based on observations and evidence.
<a href="#">SC.5.N.2.Su.1:</a>	Recognize that science knowledge is based on careful observations.
<a href="#">SC.5.N.2.Pa.1:</a>	Recognize the importance of making careful observations.

Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

[SC.5.N.2.2:](#)

**Remarks/Examples:**

Remarks/Examples: Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.N.1.2, SC.3.N.1.5, SC.4.N.1.2, SC.4.N.1.5, and SC.5.N.1.3.

Florida Standards Connections: LAFS.5.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.N.2.In.2:</a>	Recognize that experiments involve procedures that can be repeated the same way by others.
<a href="#">SC.5.N.2.Su.2:</a>	Recognize the importance of following correct procedures when carrying out science experiments.
<a href="#">SC.5.N.2.Pa.2:</a>	Recognize that a common activity can be repeated.

Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

[SC.5.P.10.1:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.10.1](#), [SC.3.P.10.3](#), [SC.3.P.10.4](#), [SC.3.P.11.1](#), [SC.3.P.11.2](#), [SC.4.P.10.1](#), and [SC.4.P.10.3](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.10.In.1:</a>	Identify forms of energy, including heat, light, sound, electrical, and mechanical.
<a href="#">SC.5.P.10.Su.1:</a>	Recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle).
<a href="#">SC.5.P.10.Pa.1:</a>	Recognize a source of light energy (Sun, light bulb).

Investigate and explain that energy has the ability to cause motion or create change.

[SC.5.P.10.2:](#)

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.10.2](#), [SC.4.P.10.2](#), and [SC.4.P.10.4](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.10.In.2:</a>	Identify ways energy can cause things to move or create changes.
<a href="#">SC.5.P.10.Su.2:</a>	Recognize that energy is required to cause motion.
<a href="#">SC.5.P.10.Pa.2:</a>	Initiate a change in the motion of an object.

[SC.5.P.10.3:](#)

Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.

**Related Access Points**

Name	Description
<a href="#">SC.5.P.10.In.3:</a>	Identify that electrically charged materials will pull (attract) other materials.
<a href="#">SC.5.P.10.Su.3:</a>	Recognize that electrically charged materials will pull (attract) other materials.
<a href="#">SC.5.P.10.Pa.3:</a>	Demonstrate pushing away (repulsion) and pulling (attraction).

[SC.5.P.10.4:](#)

Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

**Remarks/Examples:**

Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.6.1](#), [SC.4.P.11.1](#), [SC.4.P.11.2](#), [SC.5.P.10.3](#), [SC.5.P.11.1](#), and [SC.5.P.11.2](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.10.In.4:</a>	Demonstrate that electricity can produce heat, light, and sound.
<a href="#">SC.5.P.10.Su.4:</a>	Recognize examples of electricity as a producer of heat, light, and sound.
<a href="#">SC.5.P.10.Pa.4:</a>	Identify one source of sound, heat, or light that uses electricity.

[SC.5.P.11.1:](#)

Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.11.In.1:</a>	Identify the power source and wires (conductors) in an electrical circuit.
<a href="#">SC.5.P.11.Su.1:</a>	Recognize the power source in an electrical circuit.
<a href="#">SC.5.P.11.Pa.1:</a>	Recognize that electrical systems must be turned on (closed) in order to work.

[SC.5.P.11.2:](#)

Identify and classify materials that conduct electricity and materials that do not.

**Related Access Points**

Name	Description
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<a href="#">SC.5.P.11.In.2:</a>	Identify materials that conduct electricity.
<a href="#">SC.5.P.11.Su.2:</a>	Recognize a material that conducts electricity.
<a href="#">SC.5.P.11.Pa.1:</a>	Recognize that electrical systems must be turned on (closed) in order to work.

Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

[SC.5.P.13.1:](#)

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.E.5.4](#) and [SC.4.P.8.4](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.13.In.1:</a>	Distinguish between movement of an object caused by gravity and movement caused by pushes and pulls.
<a href="#">SC.5.P.13.Su.1:</a>	Recognize that gravity causes an object to move.
<a href="#">SC.5.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move.

Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

[SC.5.P.13.2:](#)

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.4.P.12.1](#), [SC.4.P.12.2](#), [SC.5.P.13.3](#), and [SC.5.P.13.4](#).

**Related Access Points**

Name	Description
<a href="#">SC.5.P.13.In.2:</a>	Identify that heavier objects take more force to move than lighter ones.
<a href="#">SC.5.P.13.Su.2:</a>	Recognize that a heavier object is harder to move than a light one.
<a href="#">SC.5.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move.

Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion.

[SC.5.P.13.3:](#)

**Related Access Points**

Name	Description
<a href="#">SC.5.P.13.In.2:</a>	Identify that heavier objects take more force to move than lighter ones.
<a href="#">SC.5.P.13.Su.2:</a>	Recognize that a heavier object is harder to move than a light one.
<a href="#">SC.5.P.13.Pa.1:</a>	Recognize that pushing or pulling makes an object move.

Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.

[SC.5.P.13.4:](#)

**Related Access Points**

Name	Description
<a href="#">SC.5.P.13.In.3:</a>	Identify that an opposing force (push or pull) is needed to prevent an object from moving.
<a href="#">SC.5.P.13.Su.3:</a>	Recognize the source of a force (push or pull) used to stop an object from moving.
<a href="#">SC.5.P.13.Pa.2:</a>	Recognize a way to stop an object from moving.

Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

[SC.5.P.8.1:](#)

**Remarks/Examples:**  
Investigate the concept of weight versus mass of an object. Discuss why mass (not weight) is used to compare properties of solids, liquids and gases. Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.3.P.8.1](#), [SC.3.P.8.2](#), [SC.3.P.8.3](#), and [SC.4.P.8.1](#).  
  
MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.5.P.8.In.1:</a>	Identify basic properties of solids, liquids, and gases, such as color, texture, and temperature.
<a href="#">SC.5.P.8.Su.1:</a>	Identify the basic properties of solids and liquids, such as color, texture, and temperature.
<a href="#">SC.5.P.8.Pa.1:</a>	Distinguish between water as a solid or liquid.

Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.

[SC.5.P.8.2:](#)

**Related Access Points**

Name	Description
<a href="#">SC.5.P.8.In.2:</a>	Identify examples of materials that will dissolve in water and those that will not.
<a href="#">SC.5.P.8.Su.2:</a>	Recognize examples of materials that will dissolve in water.
<a href="#">SC.5.P.8.Pa.2:</a>	Recognize a common substance that dissolves in water.

Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction.

[SC.5.P.8.3:](#)

**Remarks/Examples:**  
Annually assessed on Grade 5 Science FCAT 2.0. Also assesses [SC.5.P.8.2](#).

### Related Access Points

Name	Description
<a href="#">SC.5.P.8.In.3:</a>	Identify the observable properties of the parts of a mixture, such as the particle size, shape, and color.
<a href="#">SC.5.P.8.Su.3:</a>	Identify the separate parts of a mixture by color or shape.
<a href="#">SC.5.P.8.Pa.3:</a>	Separate a group of objects into its parts.

Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.

[SC.5.P.8.4:](#)

<b>Remarks/Examples:</b> Recognize that <u>matter</u> is composed of <u>atoms</u> .
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### Related Access Points

Name	Description
<a href="#">SC.5.P.8.In.4:</a>	Recognize that materials are made of very small parts that cannot be seen without a magnifying glass or a microscope.
<a href="#">SC.5.P.8.Su.4:</a>	Use a magnifying tool to see small parts of an object.
<a href="#">SC.5.P.8.Pa.3:</a>	Separate a group of objects into its parts.

Investigate and describe that many physical and chemical changes are affected by temperature.

[SC.5.P.9.1:](#)

<b>Remarks/Examples:</b> Annually assessed on Grade 5 Science FCAT 2.0. Also assesses <a href="#">SC.3.P.9.1</a> and <a href="#">SC.4.P.9.1</a> .
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### Related Access Points

Name	Description
<a href="#">SC.5.P.9.In.1:</a>	Observe and identify that heating and cooling can change the properties of materials.
<a href="#">SC.5.P.9.Su.1:</a>	Recognize changes in properties of materials caused by heating or cooling.
<a href="#">SC.5.P.9.Pa.1:</a>	Recognize that freezing changes water to ice.

[LAFS.5.RI.1.3:](#)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.3a:</a>	Identify the relationship between two or more individuals in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3b:</a>	Identify the relationship between two or more events of concepts in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3c:</a>	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

[LAFS.5.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
<a href="#">LAFS.5.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

[LAFS.5.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.4.AP.10a:</a>	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
<a href="#">LAFS.5.RI.4.AP.10b:</a>	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.5.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.

[LAFS.5.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.8a:</a>	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8b:</a>	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8c:</a>	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8d:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[LAFS.5.W.3.9:](#)

- a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.9a:</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b:</a>	Draw evidence from informational text to support an analysis, reflection or research.

[MAFS.5.G.1.1:](#)

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

**Related Access Points**

Name	Description
<a href="#">MAFS.5.G.1.AP.1a:</a>	Locate the x- and y-axis on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1b:</a>	Locate points on a coordinate plane.
<a href="#">MAFS.5.G.1.AP.1c:</a>	Graph ordered pairs (coordinates).

[MAFS.5.MD.2.2:](#)

Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

**Related Access Points**

Name	Description
<a href="#">MAFS.5.MD.2.AP.2a:</a>	Collect and graph fractional data on a line plot (e.g., length of each person's pencil in classroom, hours of exercise each week).

[ELD.K12.ELL.SC.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

[HE.5.C.1.5:](#)

**Remarks/Examples:**

Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.

**Related Access Points**

Name	Description
<a href="#">HE.5.C.1.In.5:</a>	Identify ways that major external and internal body parts work together in systems, such as digestive, respiratory, and reproductive.
<a href="#">HE.5.C.1.Su.5:</a>	Recognize ways major internal and external body parts work together, such as digesting food, breathing, and reproducing.
<a href="#">HE.5.C.1.Pa.5:</a>	Associate major external and internal body parts with their functions.

**Related Certifications**

- [Elementary Education \(Grades K-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Science \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Middle Grades General Science \(Middle Grades 5-9\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)
- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)
- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Science \(Elementary Grades 1-6\)](#)
- [Middle Grades General Science \(Middle Grades 5-9\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
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<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
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<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)</a>
<a href="#">Middle Grades General Science (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>

There are more than 501 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15468>



# Access Social Studies - Kindergarten (#7721011)

{ [Social Studies - Grade Kindergarten - 5021020](#) }

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<p><b>Course Number:</b> 7721011</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SOC ST - K</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

<http://www.cpalms.org/uploads/docs/standards/eld/SS.pdf>.

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

## Course Standards

Name	Description								
<a href="#">SS.K.A.1.1:</a>	<p>Develop an understanding of how to use and create a timeline.</p> <p><b>Remarks/Examples:</b> May include, but are not limited to: Put in order three things that happened during the school day.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.K.A.1.In.a:</a></td> <td>Sequence three events using a simple timeline, such as events in the school day and at home.</td> </tr> <tr> <td><a href="#">SS.K.A.1.Su.a:</a></td> <td>Sequence two events in the school day to show which comes first.</td> </tr> <tr> <td><a href="#">SS.K.A.1.Pa.a:</a></td> <td>Recognize the next step in a sequenced activity.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.K.A.1.In.a:</a>	Sequence three events using a simple timeline, such as events in the school day and at home.	<a href="#">SS.K.A.1.Su.a:</a>	Sequence two events in the school day to show which comes first.	<a href="#">SS.K.A.1.Pa.a:</a>	Recognize the next step in a sequenced activity.
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<a href="#">SS.K.A.1.Pa.a:</a>	Recognize the next step in a sequenced activity.								
<a href="#">SS.K.A.1.2:</a>	<p>Develop an awareness of a primary source.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.K.A.1.In.b:</a></td> <td>Examine primary sources, such as photographs or paintings of a famous person.</td> </tr> <tr> <td><a href="#">SS.K.A.1.Su.b:</a></td> <td>Examine a primary source, such as a photograph.</td> </tr> <tr> <td><a href="#">SS.K.A.1.Pa.b:</a></td> <td>Associate a photograph or object with a person or event.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.K.A.1.In.b:</a>	Examine primary sources, such as photographs or paintings of a famous person.	<a href="#">SS.K.A.1.Su.b:</a>	Examine a primary source, such as a photograph.	<a href="#">SS.K.A.1.Pa.b:</a>	Associate a photograph or object with a person or event.
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<a href="#">SS.K.A.1.Pa.b:</a>	Associate a photograph or object with a person or event.								
<a href="#">SS.K.A.2.1:</a>	<p>Compare children and families of today with those in the past.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, family life now versus family life when grandparents were young.</p>								

### Related Access Points

Name	Description
<a href="#">SS.K.A.2.In.a:</a>	Recognize items from the present and the past, such as clothing and transportation.
<a href="#">SS.K.A.2.Su.a:</a>	Recognize clothing from the present and the past.
<a href="#">SS.K.A.2.Pa.a:</a>	Recognize a family member.

Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

[SS.K.A.2.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, federal holidays and ethnic celebrations..

### Related Access Points

Name	Description
<a href="#">SS.K.A.2.In.b:</a>	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.
<a href="#">SS.K.A.2.Su.b:</a>	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.
<a href="#">SS.K.A.2.Pa.b:</a>	Associate a celebration with an event, such as a birthday or holiday.

Compare our nation's holidays with holidays of other cultures.

[SS.K.A.2.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, National holidays are different in other countries.

### Related Access Points

Name	Description
<a href="#">SS.K.A.2.In.c:</a>	Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays.
<a href="#">SS.K.A.2.Su.c:</a>	Recognize a national holiday or celebration, such as Thanksgiving or birthdays.
<a href="#">SS.K.A.2.Pa.c:</a>	Associate a celebration with an event, such as a birthday or holiday.

Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

[SS.K.A.2.4:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

### Related Access Points

Name	Description
<a href="#">SS.K.A.2.In.d:</a>	Identify an act of bravery or honesty in stories about someone from the past, such as George Washington.
<a href="#">SS.K.A.2.Su.d:</a>	Recognize a person who showed bravery in stories about the past.
<a href="#">SS.K.A.2.Pa.d:</a>	Recognize a person in a story.

Recognize the importance of U.S. symbols.

[SS.K.A.2.5:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.

### Related Access Points

Name	Description
<a href="#">SS.K.A.2.In.e:</a>	Recognize United States symbols, such as the American flag and bald eagle.
<a href="#">SS.K.A.2.Su.e:</a>	Recognize a United States symbol, such as the American flag or bald eagle.
<a href="#">SS.K.A.2.Pa.e:</a>	Recognize a patriotic song.

Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

[SS.K.A.3.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, before, after; morning, afternoon, evening; today, tomorrow, yesterday; past, present, future; last week, this week, next week; day, week, month, year.

### Related Access Points

Name	Description
<a href="#">SS.K.A.3.In.a:</a>	Identify concepts of time using words, such as before, after, morning, afternoon, day, and night.
<a href="#">SS.K.A.3.Su.a:</a>	Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night.
<a href="#">SS.K.A.3.Pa.a:</a>	Associate daytime with a common activity, such as getting dressed.

[SS.K.A.3.2:](#)

Explain that calendars represent days of the week and months of the year.

### Related Access Points

Name	Description
<a href="#">SS.K.A.3.In.b:</a>	Identify that the numbers on a calendar represent the date of the month.
<a href="#">SS.K.A.3.Su.b:</a>	Recognize a calendar.
<a href="#">SS.K.A.3.Pa.b:</a>	Associate an object or picture with a daily event, such as story time.

Define and give examples of rules and laws, and why they are important.

[SS.K.C.1.1:](#)

**Remarks/Examples:**

Examples are standing in line at school and wearing a bike helmet.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.1.In.a:</a>	Identify a classroom rule.
<a href="#">SS.K.C.1.Su.a:</a>	Recognize a classroom rule.
<a href="#">SS.K.C.1.Pa.a:</a>	Associate a simple rule with a behavior in the classroom.

Explain the purpose and necessity of rules and laws at home, school, and community.

[SS.K.C.1.2:](#)

**Remarks/Examples:**

Examples are attending school and wearing a seat belt.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.1.In.b:</a>	Identify reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Su.b:</a>	Recognize reasons for having rules at home and in the classroom.
<a href="#">SS.K.C.1.Pa.b:</a>	Associate a simple rule with a behavior in the classroom.

Demonstrate the characteristics of being a good citizen.

[SS.K.C.2.1:](#)

**Remarks/Examples:**

Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.a:</a>	Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.
<a href="#">SS.K.C.2.Su.a:</a>	Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing.
<a href="#">SS.K.C.2.Pa.a:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

[SS.K.C.2.2:](#)

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.b:</a>	Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns.
<a href="#">SS.K.C.2.Su.b:</a>	Recognize a way to avoid conflicts with friends, such as by sharing.
<a href="#">SS.K.C.2.Pa.b:</a>	Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.

Describe fair ways for groups to make decisions.

[SS.K.C.2.3:](#)

**Remarks/Examples:**

Examples are voting, taking turns, and coming to an agreement.

**Related Access Points**

Name	Description
<a href="#">SS.K.C.2.In.c:</a>	Identify fair ways to make a decision, such as listening to other opinions or voting.
<a href="#">SS.K.C.2.Su.c:</a>	Recognize a fair way to make a decision, such as raising hands or taking turns.
<a href="#">SS.K.C.2.Pa.c:</a>	Associate making decisions with choices.

Describe different kinds of jobs that people do and the tools or equipment used.

[SS.K.E.1.1:](#)

**Remarks/Examples:**

Examples are community helpers, firefighter and fire truck).

**Related Access Points**

Name	Description
<a href="#">SS.K.E.1.In.a:</a>	Identify school and community workers, such as teachers, police, and firefighters.
<a href="#">SS.K.E.1.Su.a:</a>	Recognize a community worker, such as a police officer or firefighter.
<a href="#">SS.K.E.1.Pa.a:</a>	Recognize a school worker, such as a teacher or bus driver.

Recognize that United States currency comes in different forms.

[SS.K.E.1.2:](#)

**Remarks/Examples:**

Examples are coins and bills.

**Related Access Points**

Name	Description
<a href="#">SS.K.E.1.In.b:</a>	Recognize forms of money, such as coins and bills.

[SS.K.E.1.Su.b:](#) Recognize an example of money, such as a coin or bill.

[SS.K.E.1.Pa.b:](#) Recognize differences in the appearance of coins.

[SS.K.E.1.3:](#) Recognize that people work to earn money to buy things they need or want.

#### Related Access Points

Name	Description
<a href="#">SS.K.E.1.In.c:</a>	Recognize that people use money to buy things they need in stores.
<a href="#">SS.K.E.1.Su.c:</a>	Recognize an example of a place to buy food, such as a grocery store or restaurant.
<a href="#">SS.K.E.1.Pa.c:</a>	Recognize a desired item or activity.

Identify the difference between basic needs and wants.

[SS.K.E.1.4:](#) **Remarks/Examples:**  
Examples of needs are clothing and shelter and examples of wants are video games and toys.

#### Related Access Points

Name	Description
<a href="#">SS.K.E.1.In.d:</a>	Identify basic needs, such as food and clothing.
<a href="#">SS.K.E.1.Su.d:</a>	Recognize basic needs, such as food and clothing.
<a href="#">SS.K.E.1.Pa.d:</a>	Recognize a basic need, such as food or clothing.

Describe the relative location of people, places, and things by using positional words.

[SS.K.G.1.1:](#) **Remarks/Examples:**  
Examples are near/far; above/below, left/right and behind/front.

#### Related Access Points

Name	Description
<a href="#">SS.K.G.1.In.a:</a>	Identify the relative location of an object by using positional words, such as up/down and top/bottom.
<a href="#">SS.K.G.1.Su.a:</a>	Identify the relative location of an object as up or down.
<a href="#">SS.K.G.1.Pa.a:</a>	Recognize the location of an object or person.

[SS.K.G.1.2:](#) Explain that maps and globes help to locate different places and that globes are a model of the Earth.

#### Related Access Points

Name	Description
<a href="#">SS.K.G.1.In.b:</a>	Recognize a map as a drawing of a place.
<a href="#">SS.K.G.1.Su.b:</a>	Recognize a picture of a location.
<a href="#">SS.K.G.1.Pa.b:</a>	Associate a picture with a place.

[SS.K.G.1.3:](#) Identify cardinal directions (north, south, east, west).

#### Related Access Points

Name	Description
<a href="#">SS.K.G.1.In.c:</a>	Recognize selected cardinal directions on a map.
<a href="#">SS.K.G.1.Su.c:</a>	Recognize directions in which objects and people move.
<a href="#">SS.K.G.1.Pa.c:</a>	Track movement in different directions.

Differentiate land and water features on simple maps and globes.

[SS.K.G.1.4:](#) **Remarks/Examples:**  
Examples are blue is water and green/brown is land.

#### Related Access Points

Name	Description
<a href="#">SS.K.G.1.In.d:</a>	Recognize a water feature on a map or globe.
<a href="#">SS.K.G.1.Su.d:</a>	Recognize a water feature in a picture of a location.
<a href="#">SS.K.G.1.Pa.d:</a>	Associate a picture with a place.

Locate and describe places in the school and community.

[SS.K.G.2.1:](#) **Remarks/Examples:**  
Examples are the cafeteria, library, office, restrooms, and classroom.

#### Related Access Points

Name	Description
<a href="#">SS.K.G.2.In.a:</a>	Identify a place in the classroom or school.
<a href="#">SS.K.G.2.Su.a:</a>	Recognize a place in the classroom or school.
<a href="#">SS.K.G.2.Pa.a:</a>	Associate a place with a person or activity in the classroom or school.

[SS.K.G.2.2:](#)

Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.2.In.b:</a>	Identify features of own home, such as home is where I live and it is on a street.
<a href="#">SS.K.G.2.Su.b:</a>	Recognize a feature of own home, such as home is where I live.
<a href="#">SS.K.G.2.Pa.b:</a>	Associate own home with a person or object.

Identify basic landforms.

[SS.K.G.3.1:](#)

**Remarks/Examples:**  
Examples are hills, forests, wetlands, and coasts.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.3.In.a:</a>	Recognize basic landforms, such as hills and forests.
<a href="#">SS.K.G.3.Su.a:</a>	Recognize a basic landform, such as hills or forests.
<a href="#">SS.K.G.3.Pa.a:</a>	Associate land with grass, dirt, or trees.

Identify basic bodies of water.

[SS.K.G.3.2:](#)

**Remarks/Examples:**  
Examples are rivers, lakes, oceans, and gulfs.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.3.In.b:</a>	Recognize basic bodies of water in the local environment, such as a river and lake.
<a href="#">SS.K.G.3.Su.b:</a>	Recognize a basic body of water in the local environment.
<a href="#">SS.K.G.3.Pa.b:</a>	Recognize water in the environment.

[SS.K.G.3.3:](#)

Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

**Related Access Points**

Name	Description
<a href="#">SS.K.G.3.In.c:</a>	Recognize types of weather and a way weather affects people.
<a href="#">SS.K.G.3.Su.c:</a>	Recognize a type of weather and a way weather affects people.
<a href="#">SS.K.G.3.Pa.c:</a>	Associate a type of weather with its effect on people.

[LAFS.K.RI.1.1:](#)

With prompting and support, ask and answer questions about key details in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.1.AP.1a:</a>	With prompting and support, answer questions about key details in a text.
<a href="#">LAFS.K.RI.1.AP.1b:</a>	With prompting and support, ask questions about key details in a text.

[LAFS.K.RI.1.2:](#)

With prompting and support, identify the main topic and retell key details of a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.1.AP.2a:</a>	Discuss key details and main topic of a preferred text.
<a href="#">LAFS.K.RI.1.AP.2b:</a>	With prompting and support, identify the main topic.
<a href="#">LAFS.K.RI.1.AP.2c:</a>	With prompting and support, retell/identify key details in a text.

[LAFS.K.RI.1.3:](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.1.AP.3a:</a>	With prompting and support, describe the connection between two individuals, events, ideas or pieces of information.

[LAFS.K.RI.2.4:](#)

With prompting and support, ask and answer questions about unknown words in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.2.AP.4a:</a>	Ask questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.AP.4b:</a>	Answer questions about unknown words in a text.

[LAFS.K.RI.3.7:](#)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**Related Access Points**

Name	Description
<a href="#">LAFS.K.RI.3.AP.7a:</a>	Identify a labeled photo, diagram or graphic from within an informational text.
<a href="#">LAFS.K.RI.3.AP.7b:</a>	With prompting and support, interpret the information provided in photos, diagrams or graphics and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

[LAFS.K.RI.3.8:](#)

With prompting and support, identify the reasons an author gives to support points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.3.AP.8a:</a>	With prompting and support, identify the facts an author gives to support points in a text.

[LAFS.K.RI.4.10:](#)

Actively engage in group reading activities with purpose and understanding.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for leisure purposes.
<a href="#">LAFS.K.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.K.RI.4.AP.10c:</a>	Engage in group reading of informational text by sharing something learned or something enjoyed.

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

[LAFS.K.SL.1.1:](#)

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

[LAFS.K.SL.1.2:](#)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.2a:</a>	With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.
<a href="#">LAFS.K.SL.1.AP.2b:</a>	Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

[LAFS.K.SL.1.3:](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.1.AP.3a:</a>	Ask and answer questions in order to seek help, get information or clarify something that is not understood.

[LAFS.K.SL.2.4:](#)

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.SL.2.AP.4a:</a>	Describe familiar people, places, things and events orally or in writing.
<a href="#">LAFS.K.SL.2.AP.4b:</a>	With prompting and support, provide additional details to the description or drawings of familiar people, places, things and events.
<a href="#">LAFS.K.SL.2.AP.4c:</a>	Present, orally or in writing, factual information of familiar people, places, things and events.
<a href="#">LAFS.K.SL.2.AP.4d:</a>	Describe a single event or a series of events using drawings or simple sentences.

[LAFS.K.W.1.2:](#)

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.K.W.1.AP.2a:</a>	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
<a href="#">LAFS.K.W.1.AP.2b:</a>	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).
<a href="#">LAFS.K.W.1.AP.2c:</a>	Organize information on a topic that includes two pieces of relevant content.

[LAFS.K.W.1.3:](#)

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### Related Access Points

Name	Description
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<a href="#">LAFS.K.W.1.AP.3a:</a>	Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log).
<a href="#">LAFS.K.W.1.AP.3b:</a>	Write, dictate or draw about an event.
<a href="#">LAFS.K.W.1.AP.3c:</a>	Describe a single event or a series of events using drawings or simple sentences.

[LAFS.K.W.2.5:](#)

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### Related Access Points

Name	Description
<a href="#">LAFS.K.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.K.W.2.AP.5b:</a>	With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.K.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

### Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

[HE.K.C.2.4:](#)

Explain the importance of rules to maintain health.

### Remarks/Examples:

Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

### Related Access Points

Name	Description
<a href="#">HE.K.C.2.In.d:</a>	Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.
<a href="#">HE.K.C.2.Su.d:</a>	Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.
<a href="#">HE.K.C.2.Pa.d:</a>	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.

<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Early Childhood Education (Early Childhood) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
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<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
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<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
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<a href="#">Social Studies (Elementary Grades 1-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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There are more than 131 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15469>



# Access Social Studies - Grade 1 (#7721012)

{ [Social Studies - Grade 1 - 5021030](#) }

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<p><b>Course Number:</b> 7721012</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 1</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SOC ST - 1</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.1.A.1.1:</a>	<p>Develop an understanding of a primary source.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.1.A.1.In.a:</a></td> <td>Identify a primary source, such as pictures or artifacts.</td> </tr> <tr> <td><a href="#">SS.1.A.1.Su.a:</a></td> <td>Recognize a primary source, such as pictures or artifacts.</td> </tr> <tr> <td><a href="#">SS.1.A.1.Pa.a:</a></td> <td>Recognize an object or photograph related to a person or event.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.1.A.1.In.a:</a>	Identify a primary source, such as pictures or artifacts.	<a href="#">SS.1.A.1.Su.a:</a>	Recognize a primary source, such as pictures or artifacts.	<a href="#">SS.1.A.1.Pa.a:</a>	Recognize an object or photograph related to a person or event.
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<a href="#">SS.1.A.1.Su.a:</a>	Recognize a primary source, such as pictures or artifacts.								
<a href="#">SS.1.A.1.Pa.a:</a>	Recognize an object or photograph related to a person or event.								
<a href="#">SS.1.A.1.2:</a>	<p>Understand how to use the media center/other sources to find answers to questions about a historical topic.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, databases, audio or video recordings, and books.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.1.A.1.In.b:</a></td> <td>Locate information in pictures or print about a historical topic.</td> </tr> <tr> <td><a href="#">SS.1.A.1.Su.b:</a></td> <td>Use pictures to answer a question about a historical topic.</td> </tr> <tr> <td><a href="#">SS.1.A.1.Pa.b:</a></td> <td>Recognize a person as a source of information.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.1.A.1.In.b:</a>	Locate information in pictures or print about a historical topic.	<a href="#">SS.1.A.1.Su.b:</a>	Use pictures to answer a question about a historical topic.	<a href="#">SS.1.A.1.Pa.b:</a>	Recognize a person as a source of information.
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<a href="#">SS.1.A.1.Su.b:</a>	Use pictures to answer a question about a historical topic.								
<a href="#">SS.1.A.1.Pa.b:</a>	Recognize a person as a source of information.								
<a href="#">SS.1.A.2.1:</a>	<p>Understand history tells the story of people and events of other times and places.</p> <p><b>Related Access Points</b></p>								

Name	Description
<a href="#">SS.1.A.2.In.a:</a>	Recognize examples of people and events from other times in stories.
<a href="#">SS.1.A.2.Su.a:</a>	Recognize a story about someone living in a different time.
<a href="#">SS.1.A.2.Pa.a:</a>	Recognize a past event.

Compare life now with life in the past.

[SS.1.A.2.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, comparing school, families, work, and community life.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.b:</a>	Recognize examples of daily life that are different from long ago.
<a href="#">SS.1.A.2.Su.b:</a>	Recognize items that did not exist long ago.
<a href="#">SS.1.A.2.Pa.b:</a>	Recognize family members of older generations.

Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

[SS.1.A.2.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, federal holidays and ethnic celebrations.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.c:</a>	Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day.
<a href="#">SS.1.A.2.Su.c:</a>	Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day.
<a href="#">SS.1.A.2.Pa.c:</a>	Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving.

Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

[SS.1.A.2.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.d:</a>	Identify a person from the past who showed bravery, honesty, or responsibility.
<a href="#">SS.1.A.2.Su.d:</a>	Recognize a person who showed honesty, bravery, or responsibility.
<a href="#">SS.1.A.2.Pa.d:</a>	Recognize a school leader, such as the principal.

Distinguish between historical fact and fiction using various materials.

[SS.1.A.2.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.2.In.e:</a>	Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado.
<a href="#">SS.1.A.2.Su.e:</a>	Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox.
<a href="#">SS.1.A.2.Pa.e:</a>	Recognize a character in a story that is not real.

Use terms related to time to sequentially order events that have occurred in school, home, or community.

[SS.1.A.3.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, days, weeks, months, and years.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.3.In.a:</a>	Identify concepts of time, including yesterday, today, and tomorrow.
<a href="#">SS.1.A.3.Su.a:</a>	Recognize concepts of time, including morning and afternoon, related to school activities.
<a href="#">SS.1.A.3.Pa.a:</a>	Associate morning with a common school activity, such as circle time.

Create a timeline based on the student's life or school events, using primary sources.

[SS.1.A.3.2:](#)

**Remarks/Examples:**

Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

**Related Access Points**

Name	Description
<a href="#">SS.1.A.3.In.b:</a>	Sequence three events in a student's life using photographs or pictures on a timeline.
<a href="#">SS.1.A.3.Su.b:</a>	Sequence two events in a student's life using photographs or pictures.
<a href="#">SS.1.A.3.Pa.b:</a>	Recognize one activity that comes next on a classroom daily schedule.

Explain the purpose of rules and laws in the school and community.

[SS.1.C.1.1:](#)

**Remarks/Examples:**  
Examples are keeping order and ensuring safety.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.1.In.a:</a>	Identify reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Su.a:</a>	Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order.
<a href="#">SS.1.C.1.Pa.a:</a>	Associate a classroom rule with a consequence.

Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

[SS.1.C.1.2:](#)

**Remarks/Examples:**  
Examples are principals, teachers, parents, government leaders, and police.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.1.In.b:</a>	Identify authority figures in the school, such as the teacher, principal, and cafeteria manager.
<a href="#">SS.1.C.1.Su.b:</a>	Recognize an authority figure in the school, such as the teacher or principal.
<a href="#">SS.1.C.1.Pa.b:</a>	Recognize the teacher as the classroom leader.

Give examples of the use of power without authority in the school and community.

[SS.1.C.1.3:](#)

**Remarks/Examples:**  
Examples are bullying, stealing, and peer pressure.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.1.In.c:</a>	Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing.
<a href="#">SS.1.C.1.Su.c:</a>	Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing.
<a href="#">SS.1.C.1.Pa.c:</a>	Recognize ownership of personal belongings.

Explain the rights and responsibilities students have in the school community.

[SS.1.C.2.1:](#)

**Remarks/Examples:**  
Examples are not littering, coming to school on time, and having a safe learning environment.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.a:</a>	Identify student responsibilities in the classroom and school, such as completing tasks and following rules.
<a href="#">SS.1.C.2.Su.a:</a>	Recognize ways to be responsible in the classroom, such as completing tasks.
<a href="#">SS.1.C.2.Pa.a:</a>	Associate completing a task with a classroom responsibility.

Describe the characteristics of responsible citizenship in the school community.

[SS.1.C.2.2:](#)

**Remarks/Examples:**  
Examples are follow rules, care about the environment, and respect others.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.b:</a>	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.
<a href="#">SS.1.C.2.Su.b:</a>	Recognize a way to be a good citizen in the school, such as by taking care of school property.
<a href="#">SS.1.C.2.Pa.b:</a>	Associate completing a task with responsible citizenship in the classroom.

Identify ways students can participate in the betterment of their school and community.

[SS.1.C.2.3:](#)

**Remarks/Examples:**  
Examples are responsible decision making, classroom jobs, and school service projects.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.2.In.c:</a>	Identify ways to be good citizens in the school, such as by taking care of school property and following school rules.
<a href="#">SS.1.C.2.Su.c:</a>	Recognize a way to be a good citizen in the school, such as by taking care of school property.
<a href="#">SS.1.C.2.Pa.c:</a>	Associate completing a task with responsible citizenship in the classroom.

Show respect and kindness to people and animals.

[SS.1.C.2.4:](#)

Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

[SS.1.C.3.1:](#)

**Remarks/Examples:**  
Examples are talking about problems, role playing, listening, and sharing.

**Related Access Points**

Name	Description
<a href="#">SS.1.C.3.In.a:</a>	Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.
<a href="#">SS.1.C.3.Su.a:</a>	Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other.
<a href="#">SS.1.C.3.Pa.a:</a>	Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns.

Recognize symbols and individuals that represent American constitutional democracy.

[SS.1.C.3.2:](#)

**Remarks/Examples:**  
Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

#### Related Access Points

Name	Description
<a href="#">SS.1.C.3.In.b:</a>	Recognize symbols and individuals that represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president.
<a href="#">SS.1.C.3.Su.b:</a>	Recognize symbols that represent America, such as the American flag or Pledge of Allegiance.
<a href="#">SS.1.C.3.Pa.b:</a>	Recognize the American flag.

Recognize that money is a method of exchanging goods and services.

[SS.1.E.1.1:](#)

**Remarks/Examples:**  
An example is coins/bills versus bartering or trading.

#### Related Access Points

Name	Description
<a href="#">SS.1.E.1.In.a:</a>	Identify coins and bills as forms of money that can be used to buy things.
<a href="#">SS.1.E.1.Su.a:</a>	Identify coins as money that can be used to buy things.
<a href="#">SS.1.E.1.Pa.a:</a>	Recognize an item that can be traded for something else in the classroom.

Define opportunity costs as giving up one thing for another.

[SS.1.E.1.2:](#)

**Remarks/Examples:**  
Examples are giving up television to do homework and buying candy versus saving for later purchase.

#### Related Access Points

Name	Description
<a href="#">SS.1.E.1.In.b:</a>	Recognize an example of opportunity costs, such as giving up watching television to play with a friend.
<a href="#">SS.1.E.1.Su.b:</a>	Recognize a situation that involves making a choice, such as watching a video or playing a game.
<a href="#">SS.1.E.1.Pa.b:</a>	Recognize an item that can be traded for something else in the classroom.

Distinguish between examples of goods and services.

[SS.1.E.1.3:](#)

**Remarks/Examples:**  
Examples are goods: hamburger; services: sweeping the floor.

#### Related Access Points

Name	Description
<a href="#">SS.1.E.1.In.c:</a>	Recognize examples of goods and services.
<a href="#">SS.1.E.1.Su.c:</a>	Recognize examples of goods.
<a href="#">SS.1.E.1.Pa.c:</a>	Recognize an example of goods.

[SS.1.E.1.4:](#)

Distinguish people as buyers, sellers, and producers of goods and services.

#### Related Access Points

Name	Description
<a href="#">SS.1.E.1.In.d:</a>	Identify the difference between a buyer and seller.
<a href="#">SS.1.E.1.Su.d:</a>	Recognize that people buy goods in a store.
<a href="#">SS.1.E.1.Pa.d:</a>	Recognize an item that can be traded for something else in the classroom.

[SS.1.E.1.5:](#)

Recognize the importance of saving money for future purchases.

#### Related Access Points

Name	Description
<a href="#">SS.1.E.1.In.e:</a>	Recognize ways that people save money, such as in a bank or other safe place.
<a href="#">SS.1.E.1.Su.e:</a>	Recognize a way to save money, such as putting it in a bank.
<a href="#">SS.1.E.1.Pa.e:</a>	Recognize that an item can be saved for later.

Identify that people need to make choices because of scarce resources.

[SS.1.E.1.6:](#)

**Remarks/Examples:**  
Examples are not enough time to do all activities or not enough red crayons.

### Related Access Points

Name	Description
<a href="#">SS.1.E.1.In.f.</a>	Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without.
<a href="#">SS.1.E.1.Su.f.</a>	Recognize when there is not enough of something (scarce resource).
<a href="#">SS.1.E.1.Pa.f.</a>	Associate not enough with no more.

Use physical and political/cultural maps to locate places in Florida.

[SS.1.G.1.1:](#)

<b>Remarks/Examples:</b> Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.
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### Related Access Points

Name	Description
<a href="#">SS.1.G.1.In.a.</a>	Identify a map of the local community or Florida.
<a href="#">SS.1.G.1.Su.a.</a>	Recognize a pictorial map of the local community or Florida.
<a href="#">SS.1.G.1.Pa.a.</a>	Recognize a drawing of home or school.

[SS.1.G.1.2:](#)

Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .

### Related Access Points

Name	Description
<a href="#">SS.1.G.1.In.b.</a>	Recognize elements in a key/legend on a simple map or drawing of a location, such as pictures and symbols.
<a href="#">SS.1.G.1.Su.b.</a>	Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols.
<a href="#">SS.1.G.1.Pa.b.</a>	Associate an object, picture, or symbol with a location.

Construct a basic map using key elements including cardinal directions and map symbols.

[SS.1.G.1.3:](#)

<b>Remarks/Examples:</b> Examples are map of bedroom, classroom, or route to school
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### Related Access Points

Name	Description
<a href="#">SS.1.G.1.In.c.</a>	Construct a simple map using map symbols.
<a href="#">SS.1.G.1.Su.c.</a>	Complete a pictorial map using pictures or symbols for designated areas.
<a href="#">SS.1.G.1.Pa.c.</a>	Associate an object, picture, or symbol with a location.

Identify a variety of physical features using a map and globe.

[SS.1.G.1.4:](#)

<b>Remarks/Examples:</b> Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.
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### Related Access Points

Name	Description
<a href="#">SS.1.G.1.In.d.</a>	Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land.
<a href="#">SS.1.G.1.Su.d.</a>	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.
<a href="#">SS.1.G.1.Pa.d.</a>	Recognize a picture of land or water.

[SS.1.G.1.5:](#)

Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

### Related Access Points

Name	Description
<a href="#">SS.1.G.1.In.e.</a>	Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico.
<a href="#">SS.1.G.1.Su.e.</a>	Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land.
<a href="#">SS.1.G.1.Pa.e.</a>	Recognize a picture of land or water.

Describe how location, weather, and physical environment affect the way people live in our community.

[SS.1.G.1.6:](#)

<b>Remarks/Examples:</b> Examples are effects on their food, clothing, shelter, transportation, and recreation
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### Related Access Points

Name	Description
<a href="#">SS.1.G.1.In.f.</a>	Recognize selected ways location, weather, and physical environment affect people in the student's community, such as their food, clothing, shelter, transportation, and recreation.
<a href="#">SS.1.G.1.Su.f.</a>	Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation.
<a href="#">SS.1.G.1.Pa.f.</a>	Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student.

[LAFS.1.RI.1.1:](#)

Ask and answer questions about key details in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.1a:</a>	Answer questions about key details in a text read, read aloud or viewed.
<a href="#">LAFS.1.RI.1.AP.1b:</a>	Ask questions about key details in a text read, read aloud or viewed.

[LAFS.1.RI.1.2:](#) Identify the main topic and retell key details of a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.2a:</a>	Discuss key details and the main topic of a preferred text.
<a href="#">LAFS.1.RI.1.AP.2b:</a>	Identify the main topic of an informational text.
<a href="#">LAFS.1.RI.1.AP.2c:</a>	Retell/identify key details in an informational text.

[LAFS.1.RI.1.3:](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.1.AP.3a:</a>	Describe the connection between two individuals in a text.
<a href="#">LAFS.1.RI.1.AP.3b:</a>	Describe the connection between events in a text.
<a href="#">LAFS.1.RI.1.AP.3c:</a>	Describe the connection between pieces of information in a text.

[LAFS.1.RI.2.4:](#) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.4a:</a>	Ask questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4b:</a>	Answer questions to help determine or clarify the meaning of words in a text.
<a href="#">LAFS.1.RI.2.AP.4c:</a>	Ask questions to help determine or clarify the meaning of phrases in a text.
<a href="#">LAFS.1.RI.2.AP.4d:</a>	Answer questions to help determine or clarify the meaning of phrases in a text.

[LAFS.1.RI.2.5:](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.5a:</a>	Identify text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5b:</a>	Use text features to aid comprehension.
<a href="#">LAFS.1.RI.2.AP.5c:</a>	Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.

[LAFS.1.RI.2.6:](#) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.2.AP.6a:</a>	Identify the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6b:</a>	Identify the information provided by words in a text.
<a href="#">LAFS.1.RI.2.AP.6c:</a>	Compare and contrast the information provided by pictures or other illustrations in a text.
<a href="#">LAFS.1.RI.2.AP.6d:</a>	Compare and contrast the information provided by words in a text.

[LAFS.1.RI.3.7:](#) Use the illustrations and details in a text to describe its key ideas.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.7a:</a>	Use the photos, diagrams or graphics in a text to describe or identify its key ideas.
<a href="#">LAFS.1.RI.3.AP.7b:</a>	Use the details in a text to describe its key ideas.

[LAFS.1.RI.3.8:](#) Identify the reasons an author gives to support points in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.

[LAFS.1.RI.3.9:](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.3.AP.9a:</a>	Identify basic similarities in two texts on the same topic (e.g., in illustrations, descriptions or procedures).
<a href="#">LAFS.1.RI.3.AP.9b:</a>	Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

[LAFS.1.RI.4.10:](#) With prompting and support, read informational texts appropriately complex for grade 1.

### Related Access Points

Name	Description
<a href="#">LAFS.1.RI.4.AP.10a:</a>	Choose text of increasing complexity to read and reread, listen to or view for informational purposes (e.g., to answer questions; understand the world around them).

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
  - Ask questions to clear up any confusion about the topics and texts under discussion.

[LAFS.1.SL.1.1:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<a href="#">LAFS.1.SL.1.AP.1b:</a>	<b>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b>
<a href="#">LAFS.1.SL.1.AP.1c:</a>	Ask questions to clear up any confusion about the topics or texts under discussion.

[LAFS.1.SL.1.2:](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts or topics presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2b:</a>	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.
<a href="#">LAFS.1.SL.1.AP.2c:</a>	Ask questions about key details in a story or information presented orally or through other media.

[LAFS.1.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.
<a href="#">LAFS.1.SL.1.AP.3b:</a>	Answer questions about what a speaker says.

[LAFS.1.SL.2.4:](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Related Access Points

Name	Description
<a href="#">LAFS.1.SL.2.AP.4a:</a>	Retell a text, including key details.
<a href="#">LAFS.1.SL.2.AP.4b:</a>	Describe factual information about people, places, things and events with relevant details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4c:</a>	Present, orally or in writing, factual information of familiar people, places, things and events describing subtopics of larger topics.
<a href="#">LAFS.1.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events with details orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4e:</a>	Describe people, places, things and events with relevant details.
<a href="#">LAFS.1.SL.2.AP.4f:</a>	Describe a single event or a series of events that includes details about what happened orally or in writing.
<a href="#">LAFS.1.SL.2.AP.4g:</a>	Describe familiar people, places, things and events with details orally or in writing.

[LAFS.1.W.1.1:](#)

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.1a:</a>	Use descriptions and details of familiar people, places, things and events to support an opinion.
<a href="#">LAFS.1.W.1.AP.1b:</a>	Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.
<a href="#">LAFS.1.W.1.AP.1c:</a>	Organize an opinion piece starting with a topical or opinion statement followed by reasons.
<a href="#">LAFS.1.W.1.AP.1d:</a>	Write an opinion piece that includes a sense of closure.

[LAFS.1.W.1.2:](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.2a:</a>	Write simple statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.1.W.1.AP.2b:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.1.W.1.3:](#)

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Related Access Points

Name	Description
<a href="#">LAFS.1.W.1.AP.3a:</a>	Describe orally or in writing a single event or a series of events that includes details about what happened.

[LAFS.1.W.1.AP.3b](#): When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).

[LAFS.1.W.1.AP.3c](#): Write a narrative that includes a sense of closure.

[LAFS.1.W.2.5](#):

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.5a</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5b</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.1.W.2.AP.5c</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.1.W.2.AP.5d</a>	With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.1.W.2.AP.5e</a>	With guidance and support from adults, work with a peer to evaluate a permanent product.

[LAFS.1.W.2.6](#):

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.2.AP.6a</a>	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.
<a href="#">LAFS.1.W.2.AP.6b</a>	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

[LAFS.1.W.3.7](#):

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.7a</a>	Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).
<a href="#">LAFS.1.W.3.AP.7b</a>	Participate in a shared writing project to produce a product to represent the group's research.
<a href="#">LAFS.1.W.3.AP.7c</a>	Generate ideas and/or opinions when participating in shared writing projects.

[LAFS.1.W.3.8](#):

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Related Access Points

Name	Description
<a href="#">LAFS.1.W.3.AP.8a</a>	With guidance and support from adults, recall information from experiences to answer a question.
<a href="#">LAFS.1.W.3.AP.8b</a>	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).
<a href="#">LAFS.1.W.3.AP.8c</a>	Use illustrations and details in a text to obtain facts and compose information on a topic.

#### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1](#):

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1](#):

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Use appropriate tools strategically.

[MAFS.K12.MP.5.1](#):

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify

relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Explain the importance of rules to maintain health.

[HE.K.C.2.4:](#)

**Remarks/Examples:**

Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

**Related Access Points**

Name	Description
<a href="#">HE.K.C.2.In.d:</a>	Recognize the importance of rules to maintain health, such as avoiding accidents by walking instead of running, waiting one's turn, and keeping hands and feet to oneself.
<a href="#">HE.K.C.2.Su.d:</a>	Recognize the importance of a rule to maintain health, such as walking instead of running, waiting one's turn, or keeping hands and feet to oneself.
<a href="#">HE.K.C.2.Pa.d:</a>	Associate a classroom rule with health, such as waiting one's turn or keeping hands and feet to oneself.

**Related Certifications**

<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 175 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15470>



# Access Social Studies - Grade 2 (#7721013)

{ [Social Studies - Grade 2 - 5021040](#) }

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<p><b>Course Number:</b> 7721013</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 2</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SOC ST - 2</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.2.A.1.1:</a>	<p>Examine primary and secondary sources.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.2.A.1.In.a:</a></td> <td>Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.</td> </tr> <tr> <td><a href="#">SS.2.A.1.Su.a:</a></td> <td>Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.</td> </tr> <tr> <td><a href="#">SS.2.A.1.Pa.a:</a></td> <td>Recognize pictures or artifacts that relate to important people or events.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.2.A.1.In.a:</a>	Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information.	<a href="#">SS.2.A.1.Su.a:</a>	Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information.	<a href="#">SS.2.A.1.Pa.a:</a>	Recognize pictures or artifacts that relate to important people or events.
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<a href="#">SS.2.A.1.Pa.a:</a>	Recognize pictures or artifacts that relate to important people or events.								
<a href="#">SS.2.A.1.2:</a>	<p>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.2.A.1.In.b:</a></td> <td>Use technology and other informational sources to find answers to questions about a historical topic.</td> </tr> <tr> <td><a href="#">SS.2.A.1.Su.b:</a></td> <td>Use technology and other sources to obtain information about a historical topic.</td> </tr> <tr> <td><a href="#">SS.2.A.1.Pa.b:</a></td> <td>Recognize a book or picture as a source of information.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.2.A.1.In.b:</a>	Use technology and other informational sources to find answers to questions about a historical topic.	<a href="#">SS.2.A.1.Su.b:</a>	Use technology and other sources to obtain information about a historical topic.	<a href="#">SS.2.A.1.Pa.b:</a>	Recognize a book or picture as a source of information.
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<a href="#">SS.2.A.1.Pa.b:</a>	Recognize a book or picture as a source of information.								
<a href="#">SS.2.A.2.1:</a>	<p>Recognize that Native Americans were the first inhabitants in North America.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> </tbody> </table>	Name	Description						
Name	Description								

<a href="#">SS.2.A.2.In.a:</a>	Identify early Native Americans.
<a href="#">SS.2.A.2.Su.a:</a>	Recognize early Native Americans.
<a href="#">SS.2.A.2.Pa.a:</a>	Recognize a characteristic of early Native Americans.

Compare the cultures of Native American tribes from various geographic regions of the United States.

[SS.2.A.2.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.b:</a>	Identify practices of Native American tribes, such as clothing, housing, and food.
<a href="#">SS.2.A.2.Su.b:</a>	Recognize a practice associated with Native American tribes, such as clothing or housing.
<a href="#">SS.2.A.2.Pa.b:</a>	Recognize a characteristic of early Native Americans.

Describe the impact of immigrants on the Native Americans.

[SS.2.A.2.3:](#)

**Remarks/Examples:**  
Examples are location, clothing, housing, food, major beliefs and practices, art, and music.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.c:</a>	Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases.
<a href="#">SS.2.A.2.Su.c:</a>	Recognize that some Native Americans lost their homes to immigrants.
<a href="#">SS.2.A.2.Pa.c:</a>	Recognize that people move to live in a new place.

Explore ways the daily life of people living in Colonial America changed over time.

[SS.2.A.2.4:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.d:</a>	Identify ways people living in colonial America changed their daily lives, such as food, clothing, and housing.
<a href="#">SS.2.A.2.Su.d:</a>	Recognize that people living in colonial America built homes.
<a href="#">SS.2.A.2.Pa.d:</a>	Recognize that people move to live in a new place.

Identify reasons people came to the United States throughout history.

[SS.2.A.2.5:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.e:</a>	Recognize reasons why people came to the United States, such as jobs or freedom.
<a href="#">SS.2.A.2.Su.e:</a>	Recognize a reason for moving to a different home, such as jobs.
<a href="#">SS.2.A.2.Pa.e:</a>	Recognize that people move to live in a new place.

[SS.2.A.2.6:](#)

Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.f:</a>	Identify that many immigrants saw the Statue of Liberty as they entered America.
<a href="#">SS.2.A.2.Su.f:</a>	Recognize that the Statue of Liberty is in America.
<a href="#">SS.2.A.2.Pa.f:</a>	Recognize the Statue of Liberty.

Discuss why immigration continues today.

[SS.2.A.2.7:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.

**Related Access Points**

Name	Description
<a href="#">SS.2.A.2.In.g:</a>	Recognize reasons why people move to the United States, such as jobs or freedom.
<a href="#">SS.2.A.2.Su.g:</a>	Recognize a reason for moving to a different home, such as jobs.
<a href="#">SS.2.A.2.Pa.g:</a>	Recognize that people move to live in a new place.

Explain the cultural influences and contributions of immigrants today.

[SS.2.A.2.8:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.

### Related Access Points

Name	Description
<a href="#">SS.2.A.2.In.h:</a>	Identify the influences of immigrants today, such as music, art, and foods from various cultures.
<a href="#">SS.2.A.2.Su.h:</a>	Recognize food, clothing, and music from another culture.
<a href="#">SS.2.A.2.Pa.h:</a>	Recognize differences in food or clothing from other cultures.

Identify terms and designations of time sequence.

[SS.2.A.3.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, years, decades, centuries.

### Related Access Points

Name	Description
<a href="#">SS.2.A.3.In.a:</a>	Identify concepts of time, including days and weeks.
<a href="#">SS.2.A.3.Su.a:</a>	Recognize concepts of time, including yesterday, today, and tomorrow.
<a href="#">SS.2.A.3.Pa.a:</a>	Recognize concepts of time, such as now or later.

Explain why people form governments.

[SS.2.C.1.1:](#)

**Remarks/Examples:**  
Examples are create laws, provide services and structure, safety.

### Related Access Points

Name	Description
<a href="#">SS.2.C.1.In.a:</a>	Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.
<a href="#">SS.2.C.1.Su.a:</a>	Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.
<a href="#">SS.2.C.1.Pa.a:</a>	Recognize rules in the classroom, such as cooperating and respecting personal space.

Explain the consequences of an absence of rules and laws.

[SS.2.C.1.2:](#)

**Remarks/Examples:**  
Examples are lack of order and people get hurt.

### Related Access Points

Name	Description
<a href="#">SS.2.C.1.In.b:</a>	Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt.
<a href="#">SS.2.C.1.Su.b:</a>	Recognize a consequence of not having classroom and school rules, such as people getting hurt.
<a href="#">SS.2.C.1.Pa.b:</a>	Associate an action with a consequence, such as a push causing an object to break.

[SS.2.C.2.1:](#)

Identify what it means to be a United States citizen either by birth or by naturalization.

### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.a:</a>	Recognize that Americans become citizens by birth or by choice.
<a href="#">SS.2.C.2.Su.a:</a>	Recognize an American as a citizen of the United States.
<a href="#">SS.2.C.2.Pa.a:</a>	Recognize membership in a group, such as the classroom, family, or community.

Define and apply the characteristics of responsible citizenship.

[SS.2.C.2.2:](#)

**Remarks/Examples:**  
Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.

### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.b:</a>	Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.2.C.2.Su.b:</a>	Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.2.C.2.Pa.b:</a>	Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities.

Explain why United States citizens have guaranteed rights and identify rights.

[SS.2.C.2.3:](#)

**Remarks/Examples:**  
Examples are right to vote, freedom of speech, and freedom of religion.

### Related Access Points

Name	Description
<a href="#">SS.2.C.2.In.c:</a>	Identify a right of United States citizens, such as a right to vote or freedom of speech.
<a href="#">SS.2.C.2.Su.c:</a>	Recognize a right of United States citizens, such as a right to vote or freedom of speech.
<a href="#">SS.2.C.2.Pa.c:</a>	Recognize the right of students to make choices, such as selecting activities or materials.

Identify ways citizens can make a positive contribution in their community.

[SS.2.C.2.4:](#)

**Remarks/Examples:**

Examples are volunteering and recycling.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.d:</a>	Recognize ways citizens can contribute to the community, such as volunteering and recycling.
<a href="#">SS.2.C.2.Su.d:</a>	Recognize a way citizens can contribute to the community, such as volunteering or recycling.
<a href="#">SS.2.C.2.Pa.d:</a>	Recognize a contribution to the school, such as volunteering.

[SS.2.C.2.5:](#)

Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.2.In.e:</a>	Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women.
<a href="#">SS.2.C.2.Su.e:</a>	Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.
<a href="#">SS.2.C.2.Pa.e:</a>	Recognize that people from diverse backgrounds make contributions.

[SS.2.C.3.1:](#)

Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.3.In.a:</a>	Recognize that the American government has a set of written laws that all people must follow.
<a href="#">SS.2.C.3.Su.a:</a>	Recognize a law that all Americans must follow.
<a href="#">SS.2.C.3.Pa.a:</a>	Recognize a rule in the school.

Recognize symbols, individuals, events, and documents that represent the United States.

[SS.2.C.3.2:](#)

**Remarks/Examples:**

Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

**Related Access Points**

Name	Description
<a href="#">SS.2.C.3.In.b:</a>	Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July.
<a href="#">SS.2.C.3.Su.b:</a>	Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington.
<a href="#">SS.2.C.3.Pa.b:</a>	Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July.

[SS.2.E.1.1:](#)

Recognize that people make choices because of limited resources.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.a:</a>	Recognize that people make choices when there is little or none left of a resource.
<a href="#">SS.2.E.1.Su.a:</a>	Recognize when there is little or none left of a resource.
<a href="#">SS.2.E.1.Pa.a:</a>	Recognize when there is none left of a resource.

Recognize that people supply goods and services based on consumer demands.

[SS.2.E.1.2:](#)

**Remarks/Examples:**

Examples are housing and jobs.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.b:</a>	Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor.
<a href="#">SS.2.E.1.Su.b:</a>	Recognize that goods fill a need, such as food from a grocery store or clothing from a department store.
<a href="#">SS.2.E.1.Pa.b:</a>	Associate a desired item (goods) with a need.

Recognize that the United States trades with other nations to exchange goods and services.

[SS.2.E.1.3:](#)

**Remarks/Examples:**

Examples are clothing, food, toys, cars.

**Related Access Points**

Name	Description
<a href="#">SS.2.E.1.In.c:</a>	Recognize that some goods come from other countries.
<a href="#">SS.2.E.1.Su.c:</a>	Recognize that some goods come from far away.
<a href="#">SS.2.E.1.Pa.c:</a>	Associate a desired item (goods) with its source.

[SS.2.E.1.4:](#)

Explain the personal benefits and costs involved in saving and spending.

### Related Access Points

Name	Description
<a href="#">SS.2.E.1.In.d:</a>	Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now.
<a href="#">SS.2.E.1.Su.d:</a>	Recognize a benefit of saving, such as having more money for later.
<a href="#">SS.2.E.1.Pa.d:</a>	Recognize that a saved item can be used later.

Use different types of maps (political, physical, and thematic) to identify map elements.

[SS.2.G.1.1:](#)

<b>Remarks/Examples:</b> Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.
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### Related Access Points

Name	Description
<a href="#">SS.2.G.1.In.a:</a>	Identify map elements, such as the title, cardinal directions, and key/legend.
<a href="#">SS.2.G.1.Su.a:</a>	Recognize map elements on a pictorial map, such as pictures and title.
<a href="#">SS.2.G.1.Pa.a:</a>	Recognize a picture or symbol on a drawing of a location.

[SS.2.G.1.2:](#)

Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.

### Related Access Points

Name	Description
<a href="#">SS.2.G.1.In.b:</a>	Identify the student's city and state.
<a href="#">SS.2.G.1.Su.b:</a>	Recognize the student's city and state.
<a href="#">SS.2.G.1.Pa.b:</a>	Associate the name of the student's city with home.

[SS.2.G.1.3:](#)

Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

### Related Access Points

Name	Description
<a href="#">SS.2.G.1.In.c:</a>	Recognize continents and oceans on a map or globe.
<a href="#">SS.2.G.1.Su.c:</a>	Recognize land and water on a map or globe.
<a href="#">SS.2.G.1.Pa.c:</a>	Recognize land and water in a picture.

[SS.2.G.1.4:](#)

Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

### Related Access Points

Name	Description
<a href="#">SS.2.G.1.In.d:</a>	Recognize the United States on a map of North America.
<a href="#">SS.2.G.1.Su.d:</a>	Recognize a map of the United States.
<a href="#">SS.2.G.1.Pa.d:</a>	Recognize land and water in a picture.

[LAFS.2.RI.1.1:](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.1a:</a>	Answer who, what, where, when, why and how questions from informational text.

[LAFS.2.RI.1.2:](#)

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.2a:</a>	Identify the main topic of a multi-paragraph informational text.
<a href="#">LAFS.2.RI.1.AP.2b:</a>	Identify the focus of specific paragraphs within in an informational text.

[LAFS.2.RI.1.3:](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.1.AP.3a:</a>	Identify the connection between a series of historical events in an informational text.
<a href="#">LAFS.2.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text and describe how they are connected.
<a href="#">LAFS.2.RI.1.AP.3c:</a>	Identify the connection between scientific ideas or concepts in an informational text.

[LAFS.2.RI.2.4:](#)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

### Related Access Points

Name	Description
<a href="#">LAFS.2.RI.2.AP.4a:</a>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[LAFS.2.RI.2.5:](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.2.AP.5a:</a>	Identify and use various text features to locate key facts or information in a text efficiently.

[LAFS.2.RI.2.6:](#)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.2.AP.6a:</a>	Identify the main purpose of a text, including what question the author is answering, explaining or describing.

[LAFS.2.RI.3.7:](#)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.3.AP.7a:</a>	Explain or identify what specific images teach the reader to do or tell the reader.

[LAFS.2.RI.3.8:](#)

Describe how an author uses reasons to support specific points in a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.3.AP.8a:</a>	Identify the facts and details an author gives to support points in a text.
<a href="#">LAFS.2.RI.3.AP.8b:</a>	Describe how facts and details support specific points the author makes in a text.

[LAFS.2.RI.3.9:](#)

Compare and contrast the most important points presented by two texts on the same topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.3.AP.9a:</a>	Compare the most important points presented by two texts on the same topic.
<a href="#">LAFS.2.RI.3.AP.9b:</a>	Contrast the most important points presented by two texts on the same topic.

[LAFS.2.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.RI.4.AP.10a:</a>	Choose informational text to read and reread, listen to or view for understanding.
<a href="#">LAFS.2.RI.4.AP.10b:</a>	Choose text to read and reread, listen to or view for informational purposes (e.g., to answer questions; to understand the world around them).
<a href="#">LAFS.2.RI.4.AP.10c:</a>	Discuss key details and main topic of an informational text.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

[LAFS.2.SL.1.1:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.1a:</a>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<a href="#">LAFS.2.SL.1.AP.1b:</a>	Build on others’ talk in conversations by linking their comments to the remarks of others.

[LAFS.2.SL.1.2:](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.2a:</a>	Engage in small or large group discussion of texts presented orally or through other media.
<a href="#">LAFS.2.SL.1.AP.2b:</a>	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.

[LAFS.2.SL.1.3:](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Related Access Points**

Name	Description
<a href="#">LAFS.2.SL.1.AP.3a:</a>	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.

[LAFS.2.SL.1.AP.3b:](#) Answer questions about what a speaker says in order to clarify misunderstandings.

[LAFS.2.SL.2.4:](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.SL.2.AP.4a:</a>	Engage in small or large group discussions by sharing one's own writing.
<a href="#">LAFS.2.SL.2.AP.4b:</a>	Describe, orally or in writing, factual information about familiar people, places, things and events with details.
<a href="#">LAFS.2.SL.2.AP.4c:</a>	Provide at least two facts for each subtopic identified for a larger topic.
<a href="#">LAFS.2.SL.2.AP.4d:</a>	Describe ideas about familiar people, places, things and events.
<a href="#">LAFS.2.SL.2.AP.4e:</a>	Share a story or recount an experience with appropriate facts and relevant, descriptive details.
<a href="#">LAFS.2.SL.2.AP.4f:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.

[LAFS.2.W.1.2:](#) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.2a:</a>	Write statements that name a topic and supply some facts about the topic.
<a href="#">LAFS.2.W.1.AP.2b:</a>	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.
<a href="#">LAFS.2.W.1.AP.2c:</a>	Order factual statements to describe a sequence of events or explain a procedure.
<a href="#">LAFS.2.W.1.AP.2d:</a>	Provide a concluding statement or section to a permanent product.

[LAFS.2.W.1.3:](#) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.1.AP.3a:</a>	Describe a single event or a series of events that describes actions, thoughts or feelings.
<a href="#">LAFS.2.W.1.AP.3b:</a>	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
<a href="#">LAFS.2.W.1.AP.3c:</a>	Organize text providing information regarding who, what and why while maintaining a single focus.
<a href="#">LAFS.2.W.1.AP.3d:</a>	Write a narrative that includes a sense of closure.

[LAFS.2.W.2.5:](#) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.2.AP.5a:</a>	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<a href="#">LAFS.2.W.2.AP.5b:</a>	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<a href="#">LAFS.2.W.2.AP.5c:</a>	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<a href="#">LAFS.2.W.2.AP.5d:</a>	With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
<a href="#">LAFS.2.W.2.AP.5e:</a>	With guidance and support from adults, work with a peer to revise a permanent product.
<a href="#">LAFS.2.W.2.AP.5f:</a>	With guidance and support from adults, work with a peer to edit a permanent product.

[LAFS.2.W.3.7:](#) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

#### Related Access Points

Name	Description
<a href="#">LAFS.2.W.3.AP.7a:</a>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<a href="#">LAFS.2.W.3.AP.7b:</a>	Generate ideas and/or opinions when participating in shared writing projects.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Explain the ways that rules make the classroom, school, and community safer.

[HE.2.C.2.4:](#)

<b>Remarks/Examples:</b> Walking not running, waiting your turn, and following traffic laws.
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#### Related Access Points

Name	Description
<a href="#">HE.2.C.2.In.d:</a>	Identify ways that rules make the classroom, school, and community safer (walking not running, waiting one's turn, and following traffic laws.)
<a href="#">HE.2.C.2.Su.d:</a>	Recognize that rules make the classroom, school, and community safer (walking not running, waiting your turn, following traffic laws).
<a href="#">HE.2.C.2.Pa.d:</a>	Follow safety routines in the classroom.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Primary Education (K-3)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
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<a href="#">Social Studies (Elementary Grades 1-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Prekindergarten/Primary Education (Age 3 through Grade 3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Primary Education (K-3) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
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<a href="#">Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>

There are more than 192 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15471>



# Access Social Studies - Grade 3 (#7721014)

{ [Social Studies - Grade 3 - 5021050](#) }

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<p><b>Course Number:</b> 7721014</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 3</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SOC ST - 3</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.3.A.1.1:</a>	Analyze primary and secondary sources. <b>Remarks/Examples:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings. <b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.3.A.1.In.a:</a></td> <td>Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.</td> </tr> <tr> <td><a href="#">SS.3.A.1.Su.a:</a></td> <td>Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.</td> </tr> <tr> <td><a href="#">SS.3.A.1.Pa.a:</a></td> <td>Recognize important people or events in artifacts, videos, or photographs.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.3.A.1.In.a:</a>	Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as texts and videos related to important historical figures or events.	<a href="#">SS.3.A.1.Su.a:</a>	Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past.	<a href="#">SS.3.A.1.Pa.a:</a>	Recognize important people or events in artifacts, videos, or photographs.
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<a href="#">SS.3.A.1.Pa.a:</a>	Recognize important people or events in artifacts, videos, or photographs.								
<a href="#">SS.3.A.1.2:</a>	Utilize technology resources to gather information from primary and secondary sources. <b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.3.A.1.In.b:</a></td> <td>Use technology resources to gather information about a historical person or event.</td> </tr> <tr> <td><a href="#">SS.3.A.1.Su.b:</a></td> <td>Use a technology resource to locate information about important people or events from the past.</td> </tr> <tr> <td><a href="#">SS.3.A.1.Pa.b:</a></td> <td>Use technology to access information.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.3.A.1.In.b:</a>	Use technology resources to gather information about a historical person or event.	<a href="#">SS.3.A.1.Su.b:</a>	Use a technology resource to locate information about important people or events from the past.	<a href="#">SS.3.A.1.Pa.b:</a>	Use technology to access information.
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<a href="#">SS.3.A.1.Su.b:</a>	Use a technology resource to locate information about important people or events from the past.								
<a href="#">SS.3.A.1.Pa.b:</a>	Use technology to access information.								
<a href="#">SS.3.A.1.3:</a>	Define terms related to the social sciences. <b>Remarks/Examples:</b> Examples may include, but are not limited to, history, geography, civics, government, economics.								

### Related Access Points

Name	Description
<a href="#">SS.3.A.1.In.c:</a>	Relate the term "history" to events from the past, "geography" to locations, and "economics" to money.
<a href="#">SS.3.A.1.Su.c:</a>	Recognize that history is about events from the past and geography is about places.
<a href="#">SS.3.A.1.Pa.c:</a>	Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event.

Explain the purpose and need for government.

[SS.3.C.1.1:](#)

<b>Remarks/Examples:</b> Examples are safety, organization, services, protection of rights.
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### Related Access Points

Name	Description
<a href="#">SS.3.C.1.In.a:</a>	Recognize the purpose of government in the community, such as to provide laws, services, and safety.
<a href="#">SS.3.C.1.Su.a:</a>	Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship.
<a href="#">SS.3.C.1.Pa.a:</a>	Recognize rules in the school, such as respecting others.

[SS.3.C.1.2:](#)

Describe how government gains its power from the people.

### Related Access Points

Name	Description
<a href="#">SS.3.C.1.In.b:</a>	Identify that government gains its power from the people.
<a href="#">SS.3.C.1.Su.b:</a>	Recognize that government gains its power from the people.
<a href="#">SS.3.C.1.Pa.b:</a>	Recognize that governments have power.

[SS.3.C.1.3:](#)

Explain how government was established through a written Constitution.

### Related Access Points

Name	Description
<a href="#">SS.3.C.1.In.c:</a>	Identify that government is based on a set of written laws that all people must follow.
<a href="#">SS.3.C.1.Su.c:</a>	Recognize that government is based on written laws.
<a href="#">SS.3.C.1.Pa.c:</a>	Recognize that governments have laws.

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

[SS.3.C.2.1:](#)

<b>Remarks/Examples:</b> Examples are food drives, book drives, community, clean-up, voting.
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### Related Access Points

Name	Description
<a href="#">SS.3.C.2.In.a:</a>	Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Su.a:</a>	Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities.
<a href="#">SS.3.C.2.Pa.a:</a>	Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities.

[SS.3.C.3.1:](#)

Identify the levels of government (local, state, federal).

### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.a:</a>	Recognize leaders of local, state, and federal government, such as the mayor, governor, and president.
<a href="#">SS.3.C.3.Su.a:</a>	Recognize a leader of local, state, or federal government, such as the mayor, governor, or president.
<a href="#">SS.3.C.3.Pa.a:</a>	Recognize a leader in government, such as a president.

Describe how government is organized at the local level.

[SS.3.C.3.2:](#)

<b>Remarks/Examples:</b> Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.
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### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.b:</a>	Recognize that the local community has a group that makes the rules and the mayor is the leader.
<a href="#">SS.3.C.3.Su.b:</a>	Recognize that the local community has a group that makes the rules.
<a href="#">SS.3.C.3.Pa.b:</a>	Recognize that people in authority make rules in the community.

[SS.3.C.3.3:](#)

Recognize that every state has a state constitution.

### Related Access Points

Name	Description
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[SS.3.C.3.In.c:](#) Recognize that every state has a set of written laws that its people must follow.

[SS.3.C.3.Su.c:](#) Recognize that every state has written laws.

[SS.3.C.3.Pa.c:](#) Recognize that states have laws.

[SS.3.C.3.4:](#)

Recognize that the Constitution of the United States is the supreme law of the land.

#### Related Access Points

Name	Description
<a href="#">SS.3.C.3.In.d:</a>	Recognize that the Constitution is the set of laws that people in the United States must follow.
<a href="#">SS.3.C.3.Su.d:</a>	Recognize the Constitution is a set of written laws.
<a href="#">SS.3.C.3.Pa.d:</a>	Recognize that the United States has laws.

Give examples of how scarcity results in trade.

[SS.3.E.1.1:](#)

#### Remarks/Examples:

Examples are oil, video games, food.

#### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.a:</a>	Identify that people can trade for products that are not available locally.
<a href="#">SS.3.E.1.Su.a:</a>	Recognize that people can trade for products that are not available locally.
<a href="#">SS.3.E.1.Pa.a:</a>	Recognize that people trade for items they want or need.

List the characteristics of money.

[SS.3.E.1.2:](#)

#### Remarks/Examples:

Examples are portable, divisible, recognizable, durable.

#### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.b:</a>	Recognize characteristics of money, such as portable and recognizable.
<a href="#">SS.3.E.1.Su.b:</a>	Recognize a characteristic of money, such as portable.
<a href="#">SS.3.E.1.Pa.b:</a>	Recognize coins as money.

[SS.3.E.1.3:](#)

Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

#### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.c:</a>	Recognize the roles of buyers and sellers in exchanging goods and services.
<a href="#">SS.3.E.1.Su.c:</a>	Recognize the roles of buyers and sellers in exchanging goods.
<a href="#">SS.3.E.1.Pa.c:</a>	Recognize that buyers trade money for goods.

[SS.3.E.1.4:](#)

Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

#### Related Access Points

Name	Description
<a href="#">SS.3.E.1.In.d:</a>	Recognize forms of money used in the United States and one other country.
<a href="#">SS.3.E.1.Su.d:</a>	Recognize forms of money used in the United States.
<a href="#">SS.3.E.1.Pa.d:</a>	Recognize coins as money.

Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

[SS.3.G.1.1:](#)

#### Remarks/Examples:

Types of photographs may include satellite or aerial.

#### Related Access Points

Name	Description
<a href="#">SS.3.G.1.In.a:</a>	Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart.
<a href="#">SS.3.G.1.Su.a:</a>	Use a physical map to identify selected geographic information, such as land, water, and coastlines.
<a href="#">SS.3.G.1.Pa.a:</a>	Recognize personal location on a pictorial map.

[SS.3.G.1.2:](#)

Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .

#### Related Access Points

Name	Description
<a href="#">SS.3.G.1.In.b:</a>	Identify elements on a map, such as key/legend, cardinal directions, and compass rose.
<a href="#">SS.3.G.1.Su.b:</a>	Recognize elements on a map, such as a picture key, cardinal directions, and title.
<a href="#">SS.3.G.1.Pa.b:</a>	Locate pictures or symbols on a drawing or map.

[SS.3.G.1.3:](#)

Label the continents and oceans on a world map.

### Related Access Points

Name	Description
<a href="#">SS.3.G.1.In.c:</a>	Recognize selected continents and oceans on a world map.
<a href="#">SS.3.G.1.Su.c:</a>	Recognize a continent and an ocean on a map.
<a href="#">SS.3.G.1.Pa.c:</a>	Recognize land and water using a color key on a map.

[SS.3.G.1.4:](#)

Name and identify the purpose of maps (physical, political, elevation, population).

### Related Access Points

Name	Description
<a href="#">SS.3.G.1.In.d:</a>	Identify selected maps, such as a physical map and a political map.
<a href="#">SS.3.G.1.Su.d:</a>	Recognize a map, such as a physical map or a political map.
<a href="#">SS.3.G.1.Pa.d:</a>	Recognize personal location on a pictorial map.

[SS.3.G.1.5:](#)

Compare maps and globes to develop an understanding of the concept of distortion.

### Related Access Points

Name	Description
<a href="#">SS.3.G.1.In.e:</a>	Identify differences between maps and globes.
<a href="#">SS.3.G.1.Su.e:</a>	Recognize differences between maps and globes.
<a href="#">SS.3.G.1.Pa.e:</a>	Recognize land and water using a color key on a map.

[SS.3.G.1.6:](#)

Use maps to identify different types of scale to measure distances between two places.

**Remarks/Examples:**  
Examples are linear, fractional, word.

### Related Access Points

Name	Description
<a href="#">SS.3.G.1.In.f:</a>	Use maps to identify distances between two places, such as near or far, closer or farther, and next to.
<a href="#">SS.3.G.1.Su.f:</a>	Use maps to recognize distances between two places, such as near or far, and next to.
<a href="#">SS.3.G.1.Pa.f:</a>	Locate pictures or symbols on a drawing or map.

[SS.3.G.2.1:](#)

Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.a:</a>	Recognize North America, the United States, and Mexico on a map.
<a href="#">SS.3.G.2.Su.a:</a>	Recognize the United States on a map of North America.
<a href="#">SS.3.G.2.Pa.a:</a>	Recognize an outline map or image of the United States.

[SS.3.G.2.2:](#)

Identify the five regions of the United States.

**Remarks/Examples:**  
(i.e., Northeast, Southeast, Midwest, Southwest, West)

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.b:</a>	Recognize north, south, east, and west as they relate to the regions of the United States.
<a href="#">SS.3.G.2.Su.b:</a>	Recognize north, south, east, and west in the United States.
<a href="#">SS.3.G.2.Pa.b:</a>	Recognize an outline map or image of the United States.

[SS.3.G.2.3:](#)

Label the states in each of the five regions of the United States.

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.c:</a>	Recognize selected states in each of the five regions of the United States.
<a href="#">SS.3.G.2.Su.c:</a>	Recognize selected states in the United States.
<a href="#">SS.3.G.2.Pa.c:</a>	Recognize Florida as the student's state.

[SS.3.G.2.4:](#)

Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

**Remarks/Examples:**  
Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.

### Related Access Points

Name	Description
<a href="#">SS.3.G.2.In.d:</a>	Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, Mexico and the Caribbean.

[SS.3.G.2.Su.d](#): Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains.

[SS.3.G.2.Pa.d](#): Recognize physical differences between two locations.

Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.2.5](#):

**Remarks/Examples:**

(e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)

**Related Access Points**

Name	Description
<a href="#">SS.3.G.2.In.e</a>	Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades.
<a href="#">SS.3.G.2.Su.e</a>	Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades.
<a href="#">SS.3.G.2.Pa.e</a>	Recognize physical differences between two locations.

[SS.3.G.2.6](#):

Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.2.In.f</a>	Identify how people view places and regions differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.
<a href="#">SS.3.G.2.Su.f</a>	Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area.
<a href="#">SS.3.G.2.Pa.f</a>	Recognize physical differences between two locations.

Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.3.1](#):

**Remarks/Examples:**

(e.g., tundra, sandy soil, humidity, maritime climate)

**Related Access Points**

Name	Description
<a href="#">SS.3.G.3.In.a</a>	Recognize differences in the climates and vegetation in the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil.
<a href="#">SS.3.G.3.Su.a</a>	Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil.
<a href="#">SS.3.G.3.Pa.a</a>	Recognize differences in climates or vegetation.

Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.3.2](#):

**Remarks/Examples:**

(e.g., water, arable land, oil, phosphate, fish)

**Related Access Points**

Name	Description
<a href="#">SS.3.G.3.In.b</a>	Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.3.Su.b</a>	Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.3.Pa.b</a>	Recognize an example of a natural resource.

Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

[SS.3.G.4.1](#):

**Remarks/Examples:**

Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.a</a>	Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming.
<a href="#">SS.3.G.4.Su.a</a>	Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or settlement near land for farming.
<a href="#">SS.3.G.4.Pa.a</a>	Recognize an environmental influence that affects where people live.

[SS.3.G.4.2](#):

Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.b</a>	Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.4.Su.b</a>	Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean.
<a href="#">SS.3.G.4.Pa.b</a>	Recognize a difference between cultures.

Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.

[SS.3.G.4.3:](#)

**Remarks/Examples:**

Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.c:</a>	Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.
<a href="#">SS.3.G.4.Su.c:</a>	Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean.
<a href="#">SS.3.G.4.Pa.c:</a>	Recognize a cultural characteristic of a population.

Identify contributions from various ethnic groups to the United States.

[SS.3.G.4.4:](#)

**Remarks/Examples:**

Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.

**Related Access Points**

Name	Description
<a href="#">SS.3.G.4.In.d:</a>	Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans.
<a href="#">SS.3.G.4.Su.d:</a>	Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans.
<a href="#">SS.3.G.4.Pa.d:</a>	Recognize a cultural characteristic of a population.

[LAFS.3.RI.1.1:](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.1.AP.1a:</a>	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<a href="#">LAFS.3.RI.1.AP.1b:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.1c:</a>	Ask questions to demonstrate understanding.

[LAFS.3.RI.1.2:](#)

Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.1.AP.2a:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.RI.1.AP.2b:</a>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<a href="#">LAFS.3.RI.1.AP.2c:</a>	Identify facts that an author uses to support a specific point or opinion.

[LAFS.3.RI.1.3:](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.1.AP.3a:</a>	Identify the sequence of events in an informational text.
<a href="#">LAFS.3.RI.1.AP.3b:</a>	Identify the steps in a process in an informational text.
<a href="#">LAFS.3.RI.1.AP.3c:</a>	Identify the cause and effect relationships in an informational text.

[LAFS.3.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.
<a href="#">LAFS.3.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

[LAFS.3.RI.2.5:](#)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.2.AP.5a:</a>	Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts, subheadings).
<a href="#">LAFS.3.RI.2.AP.5b:</a>	Use text features (captions, maps, illustrations) to locate information relevant to a given topic or question.
<a href="#">LAFS.3.RI.2.AP.5c:</a>	Use search tools (e.g., sidebars, icons, glossary, hyperlinks) to locate information relevant to a given topic.

[LAFS.3.RI.2.6:](#)

Distinguish their own point of view from that of the author of a text.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.2.AP.6a:</a>	Identify the author's point of view in an informational text.
<a href="#">LAFS.3.RI.2.AP.6b:</a>	Identify own point of view about a topic.

[LAFS.3.RI.3.7:](#)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.3.AP.7a:</a>	Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
<a href="#">LAFS.3.RI.3.AP.7b:</a>	Identify information learned from illustrations and information learned from the words in an informational text .
<a href="#">LAFS.3.RI.3.AP.7c:</a>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
<a href="#">LAFS.3.RI.3.AP.7d:</a>	Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.

[LAFS.3.RI.3.8:](#)

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.3.AP.8a:</a>	Identify signal words that help determine the text structure in an informational text.
<a href="#">LAFS.3.RI.3.AP.8b:</a>	Describe the connection between sentences and paragraphs in a text (order, comparison, cause/effect).

[LAFS.3.RI.3.9:](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.3.AP.9a:</a>	Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RI.3.AP.9b:</a>	Contrast the differences of two texts or adapted texts on the same topic or by the same author.
<a href="#">LAFS.3.RI.3.AP.9c:</a>	When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.

[LAFS.3.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.RI.4.AP.10a:</a>	Read or listen to and recount self- selected informational articles, history/social studies, science and technical texts.

[LAFS.3.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.3.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1c:</a>	Link personal ideas and comments to the ideas shared by others in collaborative discussions.
<a href="#">LAFS.3.SL.1.AP.1d:</a>	Express ideas and understanding in light of collaborative discussions.

[LAFS.3.SL.1.2:](#)

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.SL.1.AP.2a:</a>	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2b:</a>	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.SL.1.AP.2c:</a>	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.3.SL.1.3:](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Related Access Points**

Name	Description
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[LAFS.3.SL.1.AP.3a:](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[LAFS.3.SL.2.4:](#)

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.SL.2.AP.4a:</a>	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.3.SL.2.AP.4b:</a>	Tell a story or recount an experience with logical sequence.
<a href="#">LAFS.3.SL.2.AP.4c:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

[LAFS.3.W.1.1:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.1a:</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.3.W.1.AP.1b:</a>	Provide reasons or facts that support a stated opinion.
<a href="#">LAFS.3.W.1.AP.1c:</a>	Use linking words and phrases that connect the opinions and reasons.
<a href="#">LAFS.3.W.1.AP.1d:</a>	Provide a concluding statement or section.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

[LAFS.3.W.1.2:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.2a:</a>	Introduce a topic and group related information together.
<a href="#">LAFS.3.W.1.AP.2b:</a>	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<a href="#">LAFS.3.W.1.AP.2c:</a>	Provide a concluding statement or section to summarize the information presented.
<a href="#">LAFS.3.W.1.AP.2d:</a>	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.
<a href="#">LAFS.3.W.1.AP.2e:</a>	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

[LAFS.3.W.1.3:](#)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.1.AP.3a:</a>	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
<a href="#">LAFS.3.W.1.AP.3b:</a>	Sequence events in writing that unfold naturally.
<a href="#">LAFS.3.W.1.AP.3c:</a>	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.
<a href="#">LAFS.3.W.1.AP.3d:</a>	Use temporal words and phrases to signal event order.
<a href="#">LAFS.3.W.1.AP.3e:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

[LAFS.3.W.2.4:](#)

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.4a:</a>	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.

[LAFS.3.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.3.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing.
<a href="#">LAFS.3.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).

<a href="#">LAFS.3.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5d:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5e:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5f:</a>	With guidance and support from peers and adults, strengthen writing by revising.
<a href="#">LAFS.3.W.2.AP.5g:</a>	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.3.W.2.AP.5h:</a>	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
<a href="#">LAFS.3.W.2.AP.5i:</a>	With guidance and support from peers and adults, edit writing for clarity and meaning.

[LAFS.3.W.2.6:](#)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.3.W.2.AP.6b:</a>	Develop keyboarding skills.

[LAFS.3.W.3.7:](#)

Conduct short research projects that build knowledge about a topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.3.W.3.8:](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8b:</a>	Recall information from experiences for use in writing.
<a href="#">LAFS.3.W.3.AP.8c:</a>	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8d:</a>	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.3.W.3.AP.8e:</a>	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
<a href="#">LAFS.3.W.3.AP.8f:</a>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
<a href="#">LAFS.3.W.3.AP.8g:</a>	Locate important points on a single topic from two informational texts or sources.
<a href="#">LAFS.3.W.3.AP.8h:</a>	Identify key details in an informational text.
<a href="#">LAFS.3.W.3.AP.8i:</a>	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
<a href="#">LAFS.3.W.3.AP.8j:</a>	Sort evidence collected from print and/or digital sources into provided categories.

[LAFS.3.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Related Access Points**

Name	Description
<a href="#">LAFS.3.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.3.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.

[MAFS.K12.MP.3.1:](#) They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#) Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

[MAFS.K12.MP.6.1:](#) Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.SI.1:](#) English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Identify classroom and school rules that promote health and disease prevention.

[HE.3.C.2.4:](#) **Remarks/Examples:**  
Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.

**Related Access Points**

Name	Description
<a href="#">HE.3.C.2.In.d:</a>	Identify selected classroom and school rules that promote health and disease prevention, such as walk/don't run, wash hands, and keep personal areas clean, and listen to crossing guards.
<a href="#">HE.3.C.2.Su.d:</a>	Recognize classroom rules that promote health and disease prevention, such as walk/don't run, wash hands, keep personal areas clean, and listen to school-crossing guards.
<a href="#">HE.3.C.2.Pa.d:</a>	Recognize a classroom rule that promotes health and disease prevention, such as wash hands, keep personal areas clean, or practice appropriate hygiene.

**Related Certifications**

- [Primary Education \(K-3\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Social Studies \(Elementary Grades 1-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Grades K-6\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)
- [Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)
- [Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)
- [Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Primary Education \(K-3\)](#)
- [Social Studies \(Elementary Grades 1-6\) Plus Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Grades K-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Primary Education \(K-3\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Social Studies \(Elementary Grades 1-6\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Grades K-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)
- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)
- [Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)
- [Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Primary Education \(K-3\)](#)
- [Social Studies \(Elementary Grades 1-6\) Plus Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Grades K-6\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Elementary Education \(Elementary Grades 1-6\)](#)
- [Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Primary Education \(K-3\)](#)
- [Social Studies \(Elementary Grades 1-6\) Plus Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Grades K-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Elementary Education \(Elementary Grades 1-6\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)
- [Prekindergarten/Primary Education \(Age 3 through Grade 3\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

There are more than 235 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15472>



# Access Social Studies - Grade 4 (#7721015)

{ [Social Studies - Grade Four - 5021060](#) }

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<p><b>Course Number:</b> 7721015</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 4</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; Grade Group: Elementary &gt; Subject: Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SOC ST - 4</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.4.A.1.1:</a>	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.								
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.								
	<b>Related Access Points</b>								
<table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.4.A.1.In.a:</a></td> <td>Use primary and secondary resources to obtain information about important people and events from Florida history.</td> </tr> <tr> <td><a href="#">SS.4.A.1.Su.a:</a></td> <td>Use a primary and secondary resource to obtain information about a famous person or event from Florida history.</td> </tr> <tr> <td><a href="#">SS.4.A.1.Pa.a:</a></td> <td>Recognize an artifact, picture, or video about Florida.</td> </tr> </tbody> </table>		Name	Description	<a href="#">SS.4.A.1.In.a:</a>	Use primary and secondary resources to obtain information about important people and events from Florida history.	<a href="#">SS.4.A.1.Su.a:</a>	Use a primary and secondary resource to obtain information about a famous person or event from Florida history.	<a href="#">SS.4.A.1.Pa.a:</a>	Recognize an artifact, picture, or video about Florida.
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<a href="#">SS.4.A.1.Pa.a:</a>	Recognize an artifact, picture, or video about Florida.								
<a href="#">SS.4.A.1.2:</a>	Synthesize information related to Florida history through print and electronic media.								
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.								
	<b>Related Access Points</b>								
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<a href="#">SS.4.A.1.In.b:</a>	Use print and electronic media to collect information about Florida history.								
<a href="#">SS.4.A.1.Su.b:</a>	Use print and electronic media to identify information about Florida history.								
<a href="#">SS.4.A.1.Pa.b:</a>	Use technology to access information about Florida.								
	Compare Native American tribes in Florida.								

[SS.4.A.2.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.2.In.a:</a>	Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery.
<a href="#">SS.4.A.2.Su.a:</a>	Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery.
<a href="#">SS.4.A.2.Pa.a:</a>	Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.

Identify explorers who came to Florida and the motivations for their expeditions.

[SS.4.A.3.1:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.a:</a>	Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches.
<a href="#">SS.4.A.3.Su.a:</a>	Recognize a European explorer who came to Florida, such as Ponce de Leon.
<a href="#">SS.4.A.3.Pa.a:</a>	Recognize that people came to Florida long ago.

Describe causes and effects of European colonization on the Native American tribes of Florida.

[SS.4.A.3.2:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.b:</a>	Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases.
<a href="#">SS.4.A.3.Su.b:</a>	Recognize an effect of European colonization on Native American tribes in Florida, such as slavery.
<a href="#">SS.4.A.3.Pa.b:</a>	Recognize differences between Europeans and Native Americans.

Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

[SS.4.A.3.3:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.c:</a>	Recognize St. Augustine as the oldest permanent European settlement in the United States.
<a href="#">SS.4.A.3.Su.c:</a>	Recognize that St. Augustine is an old settlement.
<a href="#">SS.4.A.3.Pa.c:</a>	Recognize that people live together in the same location (settlement).

[SS.4.A.3.4:](#)

Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.d:</a>	Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans.
<a href="#">SS.4.A.3.Su.d:</a>	Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans.
<a href="#">SS.4.A.3.Pa.d:</a>	Recognize that people live together in the same location (settlement).

Identify the significance of Fort Mose as the first free African community in the United States.

[SS.4.A.3.5:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.e:</a>	Identify that African slaves escaped to Fort Mose to live in freedom.
<a href="#">SS.4.A.3.Su.e:</a>	Recognize that African slaves went to Fort Mose to be free.
<a href="#">SS.4.A.3.Pa.e:</a>	Recognize an aspect of freedom.

Identify the effects of Spanish rule in Florida.

[SS.4.A.3.6:](#)

**Remarks/Examples:**  
Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.f:</a>	Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons.

<a href="#">SS.4.A.3.Su.f:</a>	Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons.
<a href="#">SS.4.A.3.Pa.f:</a>	Recognize a Spanish influence in Florida.

[SS.4.A.3.7:](#) Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.g:</a>	Identify different nations that controlled Florida, such as Spain or England.
<a href="#">SS.4.A.3.Su.g:</a>	Recognize a nation that controlled Florida, such as Spain.
<a href="#">SS.4.A.3.Pa.g:</a>	Recognize that different groups of people lived in Florida long ago.

[SS.4.A.3.8:](#) Explain how the Seminole tribe formed and the purpose for their migration.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.h:</a>	Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida.
<a href="#">SS.4.A.3.Su.h:</a>	Recognize that the Seminole tribe went to live in the Everglades.
<a href="#">SS.4.A.3.Pa.h:</a>	Recognize a reason for moving (migration).

[SS.4.A.3.9:](#) Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.i:</a>	Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.
<a href="#">SS.4.A.3.Su.i:</a>	Recognize that Spain gave Florida back to the United States.
<a href="#">SS.4.A.3.Pa.i:</a>	Recognize that Florida is part of the United States.

Identify the causes and effects of the Seminole Wars.

[SS.4.A.3.10:](#) **Remarks/Examples:**  
Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.3.In.j:</a>	Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave.
<a href="#">SS.4.A.3.Su.j:</a>	Recognize that the United States fought wars against the Seminole tribe.
<a href="#">SS.4.A.3.Pa.j:</a>	Recognize that people fight against each other in a war.

Explain the effects of technological advances on Florida.

[SS.4.A.4.1:](#) **Remarks/Examples:**  
Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.4.In.a:</a>	Identify technological advances that affected Florida, such as railroads and steamboats.
<a href="#">SS.4.A.4.Su.a:</a>	Recognize a technological change that affected Florida, such as railroads.
<a href="#">SS.4.A.4.Pa.a:</a>	Recognize modes of transportation in Florida.

Describe pioneer life in Florida.

[SS.4.A.4.2:](#) **Remarks/Examples:**  
Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.4.In.b:</a>	Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.
<a href="#">SS.4.A.4.Su.b:</a>	Recognize a characteristic of pioneer life in Florida, such as farming.
<a href="#">SS.4.A.4.Pa.b:</a>	Recognize that pioneers lived in Florida a long time ago.

Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.

[SS.4.A.5.1:](#) **Remarks/Examples:**  
Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.5.In.a:</a>	Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.

[SS.4.A.5.Su.a:](#) Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.

[SS.4.A.5.Pa.a:](#) Recognize that battles were fought in Florida in the Civil War.

Summarize challenges Floridians faced during Reconstruction.

[SS.4.A.5.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.5.In.b:</a>	Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).
<a href="#">SS.4.A.5.Su.b:</a>	Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers.
<a href="#">SS.4.A.5.Pa.b:</a>	Recognize ways different groups of people work together.

Describe the economic development of Florida's major industries.

[SS.4.A.6.1:](#)

**Remarks/Examples:**

Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).

**Related Access Points**

Name	Description
<a href="#">SS.4.A.6.In.a:</a>	Identify Florida's major industries, such as timber, tourism, and citrus.
<a href="#">SS.4.A.6.Su.a:</a>	Recognize major industries in Florida, such as timber, tourism, and citrus.
<a href="#">SS.4.A.6.Pa.a:</a>	Recognize a major industry in Florida.

Summarize contributions immigrant groups made to Florida.

[SS.4.A.6.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.6.In.b:</a>	Identify contributions of immigrants to Florida, such as language, food, or customs.
<a href="#">SS.4.A.6.Su.b:</a>	Recognize contributions of immigrants to Florida, such as language, food, or customs.
<a href="#">SS.4.A.6.Pa.b:</a>	Recognize variations in language, food, or customs of immigrants in Florida.

Describe the contributions of significant individuals to Florida.

[SS.4.A.6.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.6.In.c:</a>	Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.
<a href="#">SS.4.A.6.Su.c:</a>	Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.
<a href="#">SS.4.A.6.Pa.c:</a>	Recognize that many people made contributions to Florida.

Describe effects of the Spanish American War on Florida.

[SS.4.A.6.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.6.In.d:</a>	Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors.
<a href="#">SS.4.A.6.Su.d:</a>	Recognize that Florida's population increased during the Spanish American War.
<a href="#">SS.4.A.6.Pa.d:</a>	Recognize that many people made contributions to Florida.

Describe the causes and effects of the 1920's Florida land boom and bust.

[SS.4.A.7.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, land speculation.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.7.In.a:</a>	Identify the basic causes and effects of the 1920s Florida land boom and bust.
<a href="#">SS.4.A.7.Su.a:</a>	Recognize the cause of the 1920s Florida land bust.
<a href="#">SS.4.A.7.Pa.a:</a>	Recognize an effect of the Florida land bust.

Summarize challenges Floridians faced during the Great Depression.

[SS.4.A.7.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.7.In.b:</a>	Identify challenges Floridians faced during the Great Depression.
<a href="#">SS.4.A.7.Su.b:</a>	Recognize challenges Floridians faced during the Great Depression.
<a href="#">SS.4.A.7.Pa.b:</a>	Recognize a challenge of the Great Depression.

Identify Florida's role in World War II.

[SS.4.A.7.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.7.In.c:</a>	Recognize Florida's role in World War II.
<a href="#">SS.4.A.7.Su.c:</a>	Recognize that Florida played a role in World War II.
<a href="#">SS.4.A.7.Pa.c:</a>	Recognize that people in Florida were involved in a war.

Identify Florida's role in the Civil Rights Movement.

[SS.4.A.8.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.8.In.a:</a>	Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government.
<a href="#">SS.4.A.8.Su.a:</a>	Recognize that Florida played a role in the Civil Rights Movement.
<a href="#">SS.4.A.8.Pa.a:</a>	Recognize that people have rights.

[SS.4.A.8.2:](#)

Describe how and why immigration impacts Florida today.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.8.In.b:</a>	Identify how immigration impacts Florida today.
<a href="#">SS.4.A.8.Su.b:</a>	Recognize how immigration impacts Florida today.
<a href="#">SS.4.A.8.Pa.b:</a>	Recognize that people move into Florida today.

[SS.4.A.8.3:](#)

Describe the effect of the United States space program on Florida's economy and growth.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.8.In.c:</a>	Recognize ways that Florida has changed due to the space program, such as new technologies and population growth.
<a href="#">SS.4.A.8.Su.c:</a>	Recognize a way Florida has changed due to the space program, such as new technologies or population growth.
<a href="#">SS.4.A.8.Pa.c:</a>	Recognize an aspect of Florida's space program.

[SS.4.A.8.4:](#)

Explain how tourism affects Florida's economy and growth.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.8.In.d:</a>	Recognize that tourism brings people, money, and jobs to Florida.
<a href="#">SS.4.A.8.Su.d:</a>	Recognize that tourism brings people and money to Florida.
<a href="#">SS.4.A.8.Pa.d:</a>	Recognize a characteristic of tourism in Florida, such as people.

[SS.4.A.9.1:](#)

Utilize timelines to sequence key events in Florida history.

**Related Access Points**

Name	Description
<a href="#">SS.4.A.9.In.a:</a>	Complete a timeline to sequence important events in Florida history.
<a href="#">SS.4.A.9.Su.a:</a>	Sequence pictures on a timeline to show important events in Florida history.
<a href="#">SS.4.A.9.Pa.a:</a>	Recognize pictures on a simple timeline of important events in Florida.

[SS.4.C.1.1:](#)

Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

**Related Access Points**

Name	Description
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[SS.4.C.1.In.a:](#) Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.  
[SS.4.C.1.Su.a:](#) Recognize that Florida's constitution protects the rights of Florida's citizens.  
[SS.4.C.1.Pa.a:](#) Recognize the right of citizens to access and participate in community activities.

Discuss public issues in Florida that impact the daily lives of its citizens.

[SS.4.C.2.1:](#)

**Remarks/Examples:**  
 (e.g., taxes, school accountability)

**Related Access Points**

Name	Description
<a href="#">SS.4.C.2.In.a:</a>	Identify common public issues in Florida that impact the daily lives of its citizens.
<a href="#">SS.4.C.2.Su.a:</a>	Recognize common public issues in Florida that impact the daily lives of its citizens.
<a href="#">SS.4.C.2.Pa.a:</a>	Recognize a common public issue in the local community that impacts the daily lives of its citizens.

Identify ways citizens work together to influence government and help solve community and state problems.

[SS.4.C.2.2:](#)

**Remarks/Examples:**  
 Examples are voting, petitioning, conservation, recycling.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.2.In.b:</a>	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.
<a href="#">SS.4.C.2.Su.b:</a>	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.
<a href="#">SS.4.C.2.Pa.b:</a>	Recognize a way to work with a group to help solve a problem.

[SS.4.C.2.3:](#)

Explain the importance of public service, voting, and volunteerism.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.2.In.c:</a>	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.
<a href="#">SS.4.C.2.Su.c:</a>	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.
<a href="#">SS.4.C.2.Pa.c:</a>	Recognize a way to work with a group to help solve a problem.

[SS.4.C.3.1:](#)

Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

**Related Access Points**

Name	Description
<a href="#">SS.4.C.3.In.a:</a>	Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).
<a href="#">SS.4.C.3.Su.a:</a>	Recognize that Florida has three branches of government with a governor, lawmakers, and judges.
<a href="#">SS.4.C.3.Pa.a:</a>	Recognize that Florida has a governor.

[SS.4.C.3.2:](#)

Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

**Related Access Points**

Name	Description
<a href="#">SS.4.C.3.In.b:</a>	Identify differences between state and local government, including the role of leaders and lawmakers.
<a href="#">SS.4.C.3.Su.b:</a>	Recognize a difference between state and local government, such as governor and mayor.
<a href="#">SS.4.C.3.Pa.b:</a>	Recognize the leader of the state government (governor).

Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

[SS.4.E.1.1:](#)

**Remarks/Examples:**  
 Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vicente Martinez Ybor.

**Related Access Points**

Name	Description
<a href="#">SS.4.E.1.In.a:</a>	Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads).
<a href="#">SS.4.E.1.Su.a:</a>	Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks).
<a href="#">SS.4.E.1.Pa.a:</a>	Recognize that many people made contributions to Florida.

Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

[SS.4.E.1.2:](#)

**Remarks/Examples:**  
 Examples are tourism, agriculture, phosphate, space industry.

**Related Access Points**

Name	Description
<a href="#">SS.4.E.1.In.b:</a>	Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry.
<a href="#">SS.4.E.1.Su.b:</a>	Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry.

[SS.4.E.1.Pa.b:](#) Associate a good or service with Florida, such as oranges, spacecraft, or theme parks.

Identify physical features of Florida.

[SS.4.G.1.1:](#)

**Remarks/Examples:**

Examples are bodies of water, location, landforms.

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.a:</a>	Recognize physical features of Florida, such as bodies of water, location, and landforms.
<a href="#">SS.4.G.1.Su.a:</a>	Recognize selected physical features of Florida, such as bodies of water and landforms.
<a href="#">SS.4.G.1.Pa.a:</a>	Recognize a physical feature of Florida, such as water.

Locate and label cultural features on a Florida map.

[SS.4.G.1.2:](#)

**Remarks/Examples:**

Examples are state capitals, major cities, tourist attractions.

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.b:</a>	Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions.
<a href="#">SS.4.G.1.Su.b:</a>	Recognize a cultural feature on a Florida map, such as the state capital or a major city.
<a href="#">SS.4.G.1.Pa.b:</a>	Associate an outline map or image with the state of Florida.

Explain how weather impacts Florida.

[SS.4.G.1.3:](#)

**Remarks/Examples:**

Examples are hurricanes, thunderstorms, drought, mild climate.

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.c:</a>	Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.
<a href="#">SS.4.G.1.Su.c:</a>	Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.
<a href="#">SS.4.G.1.Pa.c:</a>	Recognize examples of weather in Florida, such as thunderstorms.

[SS.4.G.1.4:](#)

Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

**Related Access Points**

Name	Description
<a href="#">SS.4.G.1.In.d:</a>	Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.
<a href="#">SS.4.G.1.Su.d:</a>	Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.
<a href="#">SS.4.G.1.Pa.d:</a>	Associate a picture or symbol with a location on a Florida map.

[LAFS.4.RI.1.1:](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.1a:</a>	Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
<a href="#">LAFS.4.RI.1.AP.1b:</a>	Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.

[LAFS.4.RI.1.2:](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.2a:</a>	Determine the main idea of an informational text.
<a href="#">LAFS.4.RI.1.AP.2b:</a>	Identify supporting details of an informational text.
<a href="#">LAFS.4.RI.1.AP.2c:</a>	Identify how ideas are organized to summarize the text.

[LAFS.4.RI.1.3:](#)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Related Access Points**

Name	Description
<a href="#">LAFS.4.RI.1.AP.3a:</a>	Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
<a href="#">LAFS.4.RI.1.AP.3b:</a>	Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.

[LAFS.4.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Related Access Points**

Name	Description
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[LAFS.4.RI.2.AP.4a:](#) Determine the meaning of general academic and domain-specific words and phrases in increasingly complex texts over time.

[LAFS.4.RI.2.5:](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.5a:</a>	Identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).
<a href="#">LAFS.4.RI.2.AP.5b:</a>	Identify the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text excerpt.
<a href="#">LAFS.4.RI.2.AP.5c:</a>	Identify the overall structure of a complete text.

[LAFS.4.RI.2.6:](#)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.2.AP.6a:</a>	Determine if information in a text is firsthand or secondhand.
<a href="#">LAFS.4.RI.2.AP.6b:</a>	Compare and contrast a firsthand and secondhand account of the same event or topic.

[LAFS.4.RI.3.7:](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.7a:</a>	Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
<a href="#">LAFS.4.RI.3.AP.7b:</a>	Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
<a href="#">LAFS.4.RI.3.AP.7c:</a>	Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

[LAFS.4.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.8a:</a>	Identify facts and examples that an author uses to support a specific point or argument in an informational text.
<a href="#">LAFS.4.RI.3.AP.8b:</a>	Use two texts to gather different types of information relevant to a specific topic.
<a href="#">LAFS.4.RI.3.AP.8c:</a>	Identify and use the most relevant information from two texts to write or speak about various aspects of a specific topic.

[LAFS.4.RI.3.9:](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.3.AP.9a:</a>	Report out about two or more texts on the same self-selected topic.
<a href="#">LAFS.4.RI.3.AP.9b:</a>	Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.

[LAFS.4.RI.4.10:](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.RI.4.AP.10a:</a>	Read or listen to and recount self-selected stories, dramas, poetry and other types of increasingly complex text over time.

[LAFS.4.SL.1.1:](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.1a:</a>	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<a href="#">LAFS.4.SL.1.AP.1b:</a>	Ask questions to check understanding of information presented in collaborative discussions.
<a href="#">LAFS.4.SL.1.AP.1c:</a>	Make appropriate comments that contribute to a collaborative discussion.

[LAFS.4.SL.1.AP.1d](#): Review the key ideas expressed within a collaborative discussion.

[LAFS.4.SL.1.2](#):

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.2a</a>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

[LAFS.4.SL.1.3](#):

Identify the reasons and evidence a speaker provides to support particular points.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.1.AP.3a</a>	Identify the reasons and evidence a speaker provides to support particular points.

[LAFS.4.SL.2.4](#):

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.SL.2.AP.4a</a>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.4.SL.2.AP.4b</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

[LAFS.4.W.1.1](#):

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.1a</a>	Introduce the topic or text within persuasive writing by stating an opinion.
<a href="#">LAFS.4.W.1.AP.1b</a>	Provide reasons that include relevant facts and details that support a stated opinion.
<a href="#">LAFS.4.W.1.AP.1c</a>	Create an organizational structure that lists reasons in a logical order.
<a href="#">LAFS.4.W.1.AP.1d</a>	Use transitional words and phrases appropriately to link opinion and reasons.
<a href="#">LAFS.4.W.1.AP.1e</a>	Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.4.W.1.2](#):

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.2a</a>	Introduce a topic clearly and group related information in paragraphs and sections.
<a href="#">LAFS.4.W.1.AP.2b</a>	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
<a href="#">LAFS.4.W.1.AP.2c</a>	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
<a href="#">LAFS.4.W.1.AP.2d</a>	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
<a href="#">LAFS.4.W.1.AP.2e</a>	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
<a href="#">LAFS.4.W.1.AP.2f</a>	Provide a concluding statement or section to support the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

[LAFS.4.W.1.3](#):

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.1.AP.3a</a>	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
<a href="#">LAFS.4.W.1.AP.3b</a>	Sequence events in writing that unfold naturally.

[LAFS.4.W.1.AP.3c:](#) When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.

[LAFS.4.W.1.AP.3d:](#) Use a variety of transitional words and phrases to manage the sequence of events.

[LAFS.4.W.1.AP.3e:](#) Use concrete words and phrases and sensory details to convey experiences and events.

[LAFS.4.W.1.AP.3f:](#) Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

[LAFS.4.W.2.4:](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.4a:</a>	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.

[LAFS.4.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.
<a href="#">LAFS.4.W.2.AP.5b:</a>	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).
<a href="#">LAFS.4.W.2.AP.5c:</a>	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).

[LAFS.4.W.2.6:](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.2.AP.6a:</a>	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
<a href="#">LAFS.4.W.2.AP.6b:</a>	Develop and use keyboarding skills.
<a href="#">LAFS.4.W.2.AP.6c:</a>	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).

[LAFS.4.W.3.7:](#)

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.7a:</a>	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).
<a href="#">LAFS.4.W.3.AP.7b:</a>	Build knowledge on topics through continued engagement in research investigation.

[LAFS.4.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.8a:</a>	Recall relevant information from experiences for use in writing.
<a href="#">LAFS.4.W.3.AP.8b:</a>	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.4.W.3.AP.8c:</a>	Identify key details from an informational text that are relevant to the specific topic.
<a href="#">LAFS.4.W.3.AP.8d:</a>	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.
<a href="#">LAFS.4.W.3.AP.8e:</a>	Provide a list of sources that contributed to the content within a writing piece.

[LAFS.4.W.3.9:](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

#### Related Access Points

Name	Description
<a href="#">LAFS.4.W.3.AP.9a:</a>	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[LAFS.4.W.3.9b:](#)

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

#### Related Access Points

Name	Description
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[LAFS.4.W.3.AP.9a:](#) Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).

[LAFS.4.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Related Access Points

Name	Description
<a href="#">LAFS.4.W.4.AP.10a:</a>	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.4.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

### Make sense of problems and persevere in solving them.

[MAFS.K12.MP.1.1:](#)

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Recognize types of school rules and community laws that promote health and disease prevention.

[HE.4.C.2.4:](#)

### Remarks/Examples:

Helmet law, clean indoor-air laws, and speed limits.

### Related Access Points

Name	Description
<a href="#">HE.4.C.2.In.d:</a>	Recognize selected community laws that promote health and disease prevention, such as helmet laws and speed limits.
<a href="#">HE.4.C.2.Su.d:</a>	Recognize school rules that promote health and disease prevention, such as proper disposal of trash, obeying crossing guards, and bicycle safety.
<a href="#">HE.4.C.2.Pa.d:</a>	Recognize a way the school promotes health behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and school-safety rules.

## Related Certifications

[Elementary Education \(Grades K-6\)](#) Plus [Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

<a href="#">Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>

There are more than 274 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15473>



# Access Social Studies - Grade 5 (#7721016)

{ [Social Studies - Grade Five - 5021070](#) }

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<p><b>Course Number:</b> 7721016</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 5</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Academics - Subject Areas &gt;</p> <p><b>Abbreviated Title:</b> ACCESS SOC ST - 5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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

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

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.5.A.1.1:</a>	<p>Use primary and secondary sources to understand history.</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for <a href="#">The Kinsey Collection</a>.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.5.A.1.In.a:</a></td> <td>Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.</td> </tr> <tr> <td><a href="#">SS.5.A.1.Su.a:</a></td> <td>Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.</td> </tr> <tr> <td><a href="#">SS.5.A.1.Pa.a:</a></td> <td>Recognize artifacts, photographs, or video recordings related to people or events from the past.</td> </tr> </tbody> </table>	Name	Description	<a href="#">SS.5.A.1.In.a:</a>	Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.	<a href="#">SS.5.A.1.Su.a:</a>	Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.	<a href="#">SS.5.A.1.Pa.a:</a>	Recognize artifacts, photographs, or video recordings related to people or events from the past.
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<a href="#">SS.5.A.1.Su.a:</a>	Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.								
<a href="#">SS.5.A.1.Pa.a:</a>	Recognize artifacts, photographs, or video recordings related to people or events from the past.								
<a href="#">SS.5.A.1.2:</a>	<p>Utilize timelines to identify and discuss American History time periods.</p> <p><b>Related Access Points</b></p> <table border="1"> <thead> <tr> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.5.A.1.In.b:</a></td> <td>Complete a timeline to sequence important events in American history.</td> </tr> <tr> <td><a href="#">SS.5.A.1.Su.b:</a></td> <td>Sequence events to match dates on a timeline about American history.</td> </tr> <tr> <td><a href="#">SS.5.A.1.Pa.b:</a></td> <td>Sequence pictures that show events about America.</td> </tr> </tbody> </table> <p>Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).</p> <p><b>Remarks/Examples:</b> Examples may include, but are not limited to, those listed in the benchmark.</p>	Name	Description	<a href="#">SS.5.A.1.In.b:</a>	Complete a timeline to sequence important events in American history.	<a href="#">SS.5.A.1.Su.b:</a>	Sequence events to match dates on a timeline about American history.	<a href="#">SS.5.A.1.Pa.b:</a>	Sequence pictures that show events about America.
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<a href="#">SS.5.A.1.Pa.b:</a>	Sequence pictures that show events about America.								
<a href="#">SS.5.A.2.1:</a>									

**Related Access Points**

Name	Description
<a href="#">SS.5.A.2.In.a:</a>	Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit.
<a href="#">SS.5.A.2.Su.a:</a>	Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing.
<a href="#">SS.5.A.2.Pa.a:</a>	Recognize differences in aspects of culture.

[SS.5.A.2.2:](#) Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

**Remarks/Examples:**  
Examples may include, but are not limited to, those listed in the benchmark.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.2.In.b:</a>	Recognize that Native American tribes lived in different parts of North America and had different customs.
<a href="#">SS.5.A.2.Su.b:</a>	Recognize that many different Native American tribes lived in North America.
<a href="#">SS.5.A.2.Pa.b:</a>	Recognize differences in Native American tribes.

[SS.5.A.2.3:](#) Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.2.In.c:</a>	Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.
<a href="#">SS.5.A.2.Su.c:</a>	Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.
<a href="#">SS.5.A.2.Pa.c:</a>	Recognize differences in Native American tribes.

[SS.5.A.3.1:](#) Describe technological developments that shaped European exploration.

**Remarks/Examples:**  
Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.3.In.a:</a>	Recognize inventions that made exploration safer, such as the compass and seaworthy ships.
<a href="#">SS.5.A.3.Su.a:</a>	Recognize that exploration in ships was made safer with the compass.
<a href="#">SS.5.A.3.Pa.a:</a>	Recognize that tools make travel safe.

[SS.5.A.3.2:](#) Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

**Remarks/Examples:**  
In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.3.In.b:</a>	Identify a European explorer, the sponsoring country, and a reason for the exploration.
<a href="#">SS.5.A.3.Su.b:</a>	Recognize a reason why a European explorer came to America.
<a href="#">SS.5.A.3.Pa.b:</a>	Recognize that exploration involves looking for something new.

[SS.5.A.3.3:](#) Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

**Remarks/Examples:**  
Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.3.In.c:</a>	Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
<a href="#">SS.5.A.3.Su.c:</a>	Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
<a href="#">SS.5.A.3.Pa.c:</a>	Recognize ways different groups interact with each other.

[SS.5.A.4.1:](#) Identify the economic, political and socio-cultural motivation for colonial settlement.

**Remarks/Examples:**  
Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..

**Related Access Points**

Name	Description
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[SS.5.A.4.In.a:](#) Identify reasons the colonists settled in America, such as to obtain land and religious freedom.

[SS.5.A.4.Su.a:](#) Recognize a reason why colonists settled in America, such as to obtain land.

[SS.5.A.4.Pa.a:](#) Recognize a reason why people move to a different place.

Compare characteristics of New England, Middle, and Southern colonies.

[SS.5.A.4.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.b:</a>	Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).
<a href="#">SS.5.A.4.Su.b:</a>	Recognize resources found in a colonial region, such as farms in the Southern Colonies.
<a href="#">SS.5.A.4.Pa.b:</a>	Recognize that different regions had different resources.

Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

[SS.5.A.4.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.c:</a>	Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).
<a href="#">SS.5.A.4.Su.c:</a>	Recognize that leaders helped start new colonies.
<a href="#">SS.5.A.4.Pa.c:</a>	Recognize that different regions had different leaders.

Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

[SS.5.A.4.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.d:</a>	Identify various aspects of daily colonial life, such as farming, education, and games.
<a href="#">SS.5.A.4.Su.d:</a>	Recognize aspects of daily colonial life, such as farming and education.
<a href="#">SS.5.A.4.Pa.d:</a>	Recognize an aspect of colonial life, such as education.

[SS.5.A.4.5:](#)

Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.e:</a>	Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.
<a href="#">SS.5.A.4.Su.e:</a>	Recognize that slaves were taken from Africa to work for others in the British Colonies.
<a href="#">SS.5.A.4.Pa.e:</a>	Recognize that slaves were forced to work for others.

Describe the introduction, impact, and role of slavery in the colonies.

[SS.5.A.4.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).

**Related Access Points**

Name	Description
<a href="#">SS.5.A.4.In.f:</a>	Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.
<a href="#">SS.5.A.4.Su.f:</a>	Recognize that farmers in the Southern Colonies had large farms with slaves.
<a href="#">SS.5.A.4.Pa.f:</a>	Recognize that slaves were forced to work for others.

Identify and explain significant events leading up to the American Revolution.

[SS.5.A.5.1:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.a:</a>	Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.
<a href="#">SS.5.A.5.Su.a:</a>	Recognize an event that led to the American Revolution, such as unfair taxes.
<a href="#">SS.5.A.5.Pa.a:</a>	Recognize that the people who settled in America were unhappy with the King of England.

Identify significant individuals and groups who played a role in the American Revolution.

[SS.5.A.5.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.b:</a>	Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.
<a href="#">SS.5.A.5.Su.b:</a>	Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.
<a href="#">SS.5.A.5.Pa.b:</a>	Recognize George Washington.

Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

[SS.5.A.5.3:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.c:</a>	Identify that the Declaration of Independence stated that colonists wanted freedom from England.
<a href="#">SS.5.A.5.Su.c:</a>	Recognize that the colonists supported the Declaration of Independence.
<a href="#">SS.5.A.5.Pa.c:</a>	Recognize that the colonists wanted freedom from a king.

Examine and explain the changing roles and impact of significant women during the American Revolution.

[SS.5.A.5.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.d:</a>	Identify the role a woman played during the American Revolution, such as Martha Washington.
<a href="#">SS.5.A.5.Su.d:</a>	Recognize a famous woman from the American Revolution, such as Martha Washington.
<a href="#">SS.5.A.5.Pa.d:</a>	Recognize that women helped during the American Revolution.

Examine and compare major battles and military campaigns of the American Revolution.

[SS.5.A.5.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.e:</a>	Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.
<a href="#">SS.5.A.5.Su.e:</a>	Recognize that George Washington led the troops against England during the American Revolution.
<a href="#">SS.5.A.5.Pa.e:</a>	Recognize that the colonists fought in the American Revolution.

Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

[SS.5.A.5.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.f:</a>	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.
<a href="#">SS.5.A.5.Su.f:</a>	Recognize that the colonists needed help from other countries to win the Revolution.
<a href="#">SS.5.A.5.Pa.f:</a>	Recognize that other groups (countries) helped the colonists.

Explain economic, military, and political factors which led to the end of the Revolutionary War.

[SS.5.A.5.7:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.g:</a>	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.
<a href="#">SS.5.A.5.Su.g:</a>	Recognize that the colonists needed help from other countries to win the Revolution.
<a href="#">SS.5.A.5.Pa.g:</a>	Recognize that other groups (countries) helped the colonists.

Evaluate the personal and political hardships resulting from the American Revolution.

[SS.5.A.5.8:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.h:</a>	Recognize that there was no money or supplies left for the new government after the American Revolution.
<a href="#">SS.5.A.5.Su.h:</a>	Recognize that the colonists needed more money and supplies after the American Revolution.
<a href="#">SS.5.A.5.Pa.h:</a>	Recognize that colonists need supplies.

Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

[SS.5.A.5.9:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, those listed in the benchmark.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.i:</a>	Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.
<a href="#">SS.5.A.5.Su.i:</a>	Recognize that the United States wanted to add new lands after the Revolution.
<a href="#">SS.5.A.5.Pa.i:</a>	Recognize that the United States grew in size.

Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

[SS.5.A.5.10:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."

**Related Access Points**

Name	Description
<a href="#">SS.5.A.5.In.j:</a>	Recognize that the Constitution outlines the principles of the American government.
<a href="#">SS.5.A.5.Su.j:</a>	Recognize that the Constitution is the set of laws Americans follow.
<a href="#">SS.5.A.5.Pa.j:</a>	Recognize that the government makes laws for its people.

[SS.5.A.6.1:](#)

Describe the causes and effects of the Louisiana Purchase.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.6.In.a:</a>	Identify the major cause and effect of the Louisiana Purchase.
<a href="#">SS.5.A.6.Su.a:</a>	Recognize that the Louisiana Purchase made the United States twice its original size.
<a href="#">SS.5.A.6.Pa.a:</a>	Recognize that the United States was made larger by buying land.

Identify roles and contributions of significant people during the period of westward expansion.

[SS.5.A.6.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.6.In.b:</a>	Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.
<a href="#">SS.5.A.6.Su.b:</a>	Recognize that Lewis and Clark led an expedition during the westward expansion.
<a href="#">SS.5.A.6.Pa.b:</a>	Recognize that people explore new lands.

Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

[SS.5.A.6.3:](#)

**Remarks/Examples:**

In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.

**Related Access Points**

Name	Description
<a href="#">SS.5.A.6.In.c:</a>	Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.
<a href="#">SS.5.A.6.Su.c:</a>	Recognize a change in transportation in America during the 1800s, such as railroads.
<a href="#">SS.5.A.6.Pa.c:</a>	Recognize a method of transportation.

Explain the importance of the explorations west of the Mississippi River.

[SS.5.A.6.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.

### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.d:</a>	Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.
<a href="#">SS.5.A.6.Su.d:</a>	Recognize that Lewis and Clark led an expedition during the westward expansion.
<a href="#">SS.5.A.6.Pa.d:</a>	Recognize that people explore new lands.

Identify the causes and effects of the War of 1812.

[SS.5.A.6.5:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.e:</a>	Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.
<a href="#">SS.5.A.6.Su.e:</a>	Recognize that America fought England to keep the Mississippi River in the War of 1812.
<a href="#">SS.5.A.6.Pa.e:</a>	Recognize that different groups wanted the same land.

Explain how westward expansion affected Native Americans.

[SS.5.A.6.6:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.
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### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.f:</a>	Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.
<a href="#">SS.5.A.6.Su.f:</a>	Recognize that many Native Americans died or lost their homes due to westward expansion.
<a href="#">SS.5.A.6.Pa.f:</a>	Recognize that different groups wanted the same land.

[SS.5.A.6.7:](#)

Discuss the concept of Manifest Destiny.

### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.g:</a>	Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.
<a href="#">SS.5.A.6.Su.g:</a>	Recognize that many Native Americans died or lost their homes due to westward expansion.
<a href="#">SS.5.A.6.Pa.g:</a>	Recognize that different groups wanted the same land.

[SS.5.A.6.8:](#)

Describe the causes and effects of the Missouri Compromise.

### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.h:</a>	Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).
<a href="#">SS.5.A.6.Su.h:</a>	Recognize that people in the South could own slaves, but people in the North could not.
<a href="#">SS.5.A.6.Pa.h:</a>	Recognize that states had different ideas about slavery.

Describe the hardships of settlers along the overland trails to the west.

[SS.5.A.6.9:](#)

<b>Remarks/Examples:</b> Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.
--

### Related Access Points

Name	Description
<a href="#">SS.5.A.6.In.i:</a>	Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.
<a href="#">SS.5.A.6.Su.i:</a>	Recognize a hardship of settlers moving west, such as poor weather or bad trails.
<a href="#">SS.5.A.6.Pa.i:</a>	Recognize a method of travel used by settlers, such as a covered wagon.

[SS.5.C.1.1:](#)

Explain how and why the United States government was created.

### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.a:</a>	Identify reasons for creating the United States government, such as to provide services and protection for citizens.
<a href="#">SS.5.C.1.Su.a:</a>	Recognize a reason for creating the United States government, such as to provide services or protection for citizens.
<a href="#">SS.5.C.1.Pa.a:</a>	Recognize that governments make laws to keep people safe.

[SS.5.C.1.2:](#)

Define a constitution, and discuss its purposes.

### Related Access Points

Name	Description
<a href="#">SS.5.C.1.In.b:</a>	Recognize that a constitution is the foundation of the laws of a government.
<a href="#">SS.5.C.1.Su.b:</a>	Recognize that a constitution is a set of laws.
<a href="#">SS.5.C.1.Pa.b:</a>	Recognize that governments make laws to keep people safe.

Explain the definition and origin of rights.

[SS.5.C.1.3:](#)

<b>Remarks/Examples:</b> Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
--

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.c:</a>	Identify examples of natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Su.c:</a>	Recognize natural rights, such as the right to life and freedom.
<a href="#">SS.5.C.1.Pa.c:</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.4:](#)

Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.d:</a>	Identify that the Declaration of Independence included justification for America's independence.
<a href="#">SS.5.C.1.Su.d:</a>	Recognize that the Declaration of Independence included justification for America's independence.
<a href="#">SS.5.C.1.Pa.d:</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.5:](#)

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.e:</a>	Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.
<a href="#">SS.5.C.1.Su.e:</a>	Recognize that the Bill of Rights lists the rights of individuals.
<a href="#">SS.5.C.1.Pa.e:</a>	Recognize a right of people, such as freedom.

[SS.5.C.1.6:](#)

Compare Federalist and Anti-Federalist views of government.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.1.In.f:</a>	Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.
<a href="#">SS.5.C.1.Su.f:</a>	Recognize that people have different views about the power of the United States government.
<a href="#">SS.5.C.1.Pa.f:</a>	Recognize that people have different points of view.

[SS.5.C.2.1:](#)

Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.2.In.a:</a>	Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.
<a href="#">SS.5.C.2.Su.a:</a>	Recognize the point of view (political ideas) of Patriots during the American Revolution.
<a href="#">SS.5.C.2.Pa.a:</a>	Recognize that groups may have different points of view.

Compare forms of political participation in the colonial period to today.

[SS.5.C.2.2:](#)

<b>Remarks/Examples:</b> Examples are who participated and how they participated.
--

**Related Access Points**

Name	Description
<a href="#">SS.5.C.2.In.b:</a>	Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.
<a href="#">SS.5.C.2.Su.b:</a>	Recognize an example of political participation used today, such as voting or contacting representatives.
<a href="#">SS.5.C.2.Pa.b:</a>	Recognize that voting is a form of participation.

[SS.5.C.2.3:](#)

Analyze how the Constitution has expanded voting rights from our nation's early history to today.

**Related Access Points**

Name	Description
<a href="#">SS.5.C.2.In.c:</a>	Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.
<a href="#">SS.5.C.2.Su.c:</a>	Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.
<a href="#">SS.5.C.2.Pa.c:</a>	Recognize that people can vote in America.

Evaluate the importance of civic responsibilities in American democracy.

[SS.5.C.2.4:](#)

<b>Remarks/Examples:</b>
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Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.

### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.d:</a>	Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes.
<a href="#">SS.5.C.2.Su.d:</a>	Identify civic responsibilities, such as voting, serving on a jury, and paying taxes.
<a href="#">SS.5.C.2.Pa.d:</a>	Recognize a way to be a responsible citizen, such as voting.

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

[SS.5.C.2.5:](#)

#### Remarks/Examples:

Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.

### Related Access Points

Name	Description
<a href="#">SS.5.C.2.In.e:</a>	Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.
<a href="#">SS.5.C.2.Su.e:</a>	Recognize a way that a good citizen can become more active in government, such as by running for office.
<a href="#">SS.5.C.2.Pa.e:</a>	Recognize a way to be a responsible citizen, such as voting.

[SS.5.C.3.1:](#)

Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.a:</a>	Recognize that the three branches of the United States government have separate powers.
<a href="#">SS.5.C.3.Su.a:</a>	Recognize the three branches of the United States government.
<a href="#">SS.5.C.3.Pa.a:</a>	Recognize the United States has a government.

[SS.5.C.3.2:](#)

Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.b:</a>	Identify that the United States Constitution is based on the principle of the separation of powers.
<a href="#">SS.5.C.3.Su.b:</a>	Recognize that the United States Constitution specifies the powers of the branches of government.
<a href="#">SS.5.C.3.Pa.b:</a>	Recognize the United States has a government.

Give examples of powers granted to the federal government and those reserved for the states.

[SS.5.C.3.3:](#)

#### Remarks/Examples:

Examples are coining money, declaring war, creating public schools, making traffic laws.

### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.c:</a>	Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.
<a href="#">SS.5.C.3.Su.c:</a>	Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.
<a href="#">SS.5.C.3.Pa.c:</a>	Recognize that government provides services, such as coining money or creating schools.

Describe the amendment process as defined in Article V of the Constitution and give examples.

[SS.5.C.3.4:](#)

#### Remarks/Examples:

Examples are the Bill of Rights and 26th Amendment.

### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.d:</a>	Recognize that a change to the Constitution (amendment) is created by following specific steps.
<a href="#">SS.5.C.3.Su.d:</a>	Recognize that a change to the law is an amendment.
<a href="#">SS.5.C.3.Pa.d:</a>	Recognize that a law can be changed.

[SS.5.C.3.5:](#)

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.e:</a>	Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.
<a href="#">SS.5.C.3.Su.e:</a>	Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.
<a href="#">SS.5.C.3.Pa.e:</a>	Recognize that citizens have rights.

[SS.5.C.3.6:](#)

Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

### Related Access Points

Name	Description
<a href="#">SS.5.C.3.In.f.</a>	Identify the role of the courts in the American legal system in settling conflicts.
<a href="#">SS.5.C.3.Su.f.</a>	Recognize that a court settles conflicts between people.
<a href="#">SS.5.C.3.Pa.f.</a>	Recognize that conflicts can be settled.

Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

[SS.5.E.1.1:](#)

**Remarks/Examples:**  
Examples are Triangular Trade and tobacco.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.1.In.a.</a>	Identify examples of how people traded with each other in North America from pre-Columbian times to 1850.
<a href="#">SS.5.E.1.Su.a.</a>	Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850.
<a href="#">SS.5.E.1.Pa.a.</a>	Recognize that people trade goods and services.

[SS.5.E.1.2:](#)

Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.1.In.b.</a>	Identify a characteristic of a market economy, such as available resources, demand, or available labor.
<a href="#">SS.5.E.1.Su.b.</a>	Recognize that people produce goods that others want to buy (market economy).
<a href="#">SS.5.E.1.Pa.b.</a>	Recognize that people trade goods and services.

[SS.5.E.1.3:](#)

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

**Remarks/Examples:**  
Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.1.In.c.</a>	Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.
<a href="#">SS.5.E.1.Su.c.</a>	Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.
<a href="#">SS.5.E.1.Pa.c.</a>	Identify an invention that helps people, such as a stove.

[SS.5.E.2.1:](#)

Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

**Related Access Points**

Name	Description
<a href="#">SS.5.E.2.In.a.</a>	Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.
<a href="#">SS.5.E.2.Su.a.</a>	Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.
<a href="#">SS.5.E.2.Pa.a.</a>	Recognize that people can trade voluntarily.

[SS.5.G.1.1:](#)

Interpret current and historical information using a variety of geographic tools.

**Remarks/Examples:**  
Examples are maps, globes, Geographic Information Systems (GIS).

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.a.</a>	Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.
<a href="#">SS.5.G.1.Su.a.</a>	Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.
<a href="#">SS.5.G.1.Pa.a.</a>	Recognize information using a selected geographic tool.

[SS.5.G.1.2:](#)

Use latitude and longitude to locate places.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.b.</a>	Use a coordinate grid on a map to locate places.
<a href="#">SS.5.G.1.Su.b.</a>	Use a simple coordinate grid on a drawing to locate features.
<a href="#">SS.5.G.1.Pa.b.</a>	Recognize information using a selected geographic tool.

[SS.5.G.1.3:](#)

Identify major United States physical features on a map of North America.

**Remarks/Examples:**  
Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.

**Related Access Points**

Name	Description
<a href="#">SS.5.G.1.In.c:</a>	Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.
<a href="#">SS.5.G.1.Su.c:</a>	Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.
<a href="#">SS.5.G.1.Pa.c:</a>	Recognize a selected physical feature on a pictorial map of the United States.

[SS.5.G.1.4:](#) Construct maps, charts, and graphs to display geographic information.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.1.In.d:</a>	Select the format (map, chart, or graph) and display geographic information.
<a href="#">SS.5.G.1.Su.d:</a>	Complete a map, chart, or graph to display geographic information.
<a href="#">SS.5.G.1.Pa.d:</a>	Complete a pictorial map using pictures or symbols for designated areas.

[SS.5.G.1.5:](#) Identify and locate the original thirteen colonies on a map of North America.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.1.In.e:</a>	Recognize selected colonies of the original 13 colonies on a map of the United States.
<a href="#">SS.5.G.1.Su.e:</a>	Recognize an original colony on a map of the United States.
<a href="#">SS.5.G.1.Pa.e:</a>	Recognize a map of North America.

[SS.5.G.1.6:](#) Locate and identify states, capitals, and United States Territories on a map.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.1.In.f:</a>	Recognize selected states, capitals, and a United States Territory on a map.
<a href="#">SS.5.G.1.Su.f:</a>	Recognize selected states and their capitals on a map.
<a href="#">SS.5.G.1.Pa.f:</a>	Recognize that the United States is made up of different states.

[SS.5.G.2.1:](#) Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.2.In.a:</a>	Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.
<a href="#">SS.5.G.2.Su.a:</a>	Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.
<a href="#">SS.5.G.2.Pa.a:</a>	Recognize a factor that causes a boundary to change.

Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

[SS.5.G.3.1:](#)

**Remarks/Examples:**  
An example is the harsh winter in Jamestown.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.3.In.a:</a>	Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.
<a href="#">SS.5.G.3.Su.a:</a>	Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.
<a href="#">SS.5.G.3.Pa.a:</a>	Recognize a natural event that causes change.

Use geographic knowledge and skills when discussing current events.

[SS.5.G.4.1:](#)

**Remarks/Examples:**  
Examples are recognizing patterns, mapping, graphing.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.4.In.a:</a>	Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.
<a href="#">SS.5.G.4.Su.a:</a>	Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.
<a href="#">SS.5.G.4.Pa.a:</a>	Use a geographic tool to recognize information about current events.

[SS.5.G.4.2:](#) Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

#### Related Access Points

Name	Description
<a href="#">SS.5.G.4.In.b:</a>	Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.
<a href="#">SS.5.G.4.Su.b:</a>	Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.

[SS.5.G.4.Pa.b.](#) Use a geographic tool to recognize information about current events.

[LAFS.5.RI.1.1:](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.1a:</a>	Quote accurately from a text when explaining what the text says explicitly.
<a href="#">LAFS.5.RI.1.AP.1b:</a>	Quote accurately from a text to support inferences.

[LAFS.5.RI.1.2:](#)

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.2a:</a>	Determine the main ideas of a text.
<a href="#">LAFS.5.RI.1.AP.2b:</a>	Identify key details that support the main idea.
<a href="#">LAFS.5.RI.1.AP.2c:</a>	Summarize the text read, read aloud or presented in diverse media.

[LAFS.5.RI.1.3:](#)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.1.AP.3a:</a>	Identify the relationship between two or more individuals in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3b:</a>	Identify the relationship between two or more events or concepts in a historical, scientific or technical text.
<a href="#">LAFS.5.RI.1.AP.3c:</a>	Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.

[LAFS.5.RI.2.4:](#)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.4a:</a>	Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.
<a href="#">LAFS.5.RI.2.AP.4b:</a>	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

[LAFS.5.RI.2.5:](#)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.5a:</a>	Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).
<a href="#">LAFS.5.RI.2.AP.5b:</a>	Use signal word to identify common types of text structure.
<a href="#">LAFS.5.RI.2.AP.5c:</a>	Identify the structure of both texts (chronological order, compare/contrast, cause/effect, problem/solution).
<a href="#">LAFS.5.RI.2.AP.5d:</a>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.

[LAFS.5.RI.2.6:](#)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.2.AP.6a:</a>	Analyze multiple accounts of the same event or topic.
<a href="#">LAFS.5.RI.2.AP.6b:</a>	Note similarities and differences in the point of view of multiple accounts of the same event or topic.

[LAFS.5.RI.3.7:](#)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.7a:</a>	Locate information from multiple print or digital sources on the same topic.
<a href="#">LAFS.5.RI.3.AP.7b:</a>	Refer to multiple print or digital sources to locate the answer to a question or solve a problem.
<a href="#">LAFS.5.RI.3.AP.7c:</a>	Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).

[LAFS.5.RI.3.8:](#)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.8a:</a>	Explain how an author uses reasons and evidence to support particular points in a text.
<a href="#">LAFS.5.RI.3.AP.8b:</a>	Identify reasons and evidence that support an author's point(s) in a text.
<a href="#">LAFS.5.RI.3.AP.8c:</a>	Identify the author's stated thesis/claim/opinion.

[LAFS.5.RI.3.AP.8d:](#) Identify evidence the author uses to support stated thesis/claim/opinion.

[LAFS.5.RI.3.9:](#)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.3.AP.9a:</a>	Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
<a href="#">LAFS.5.RI.3.AP.9b:</a>	Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.

[LAFS.5.RI.4.10:](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.RI.4.AP.10a:</a>	Read or listen to a variety of texts including history/social studies, science and technical nonfiction texts.
<a href="#">LAFS.5.RI.4.AP.10b:</a>	Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.5.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1b:</a>	Follow discussion rules and protocols using academic language.
<a href="#">LAFS.5.SL.1.AP.1c:</a>	Review and respond to the key ideas expressed within a collaborative discussion.
<a href="#">LAFS.5.SL.1.AP.1d:</a>	Elaborate and build on others' ideas using textual evidence to support their own ideas.

[LAFS.5.SL.1.2:](#)

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.2a:</a>	Determine the narrative point of view of a text read, read aloud or viewed.
<a href="#">LAFS.5.SL.1.AP.2b:</a>	Summarize the text or a portion of the text read, read aloud or presented in diverse media.

[LAFS.5.SL.1.3:](#)

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.5.SL.1.AP.3b:</a>	Identify a speaker's points or claims.
<a href="#">LAFS.5.SL.1.AP.3c:</a>	Identify reasons and evidence that a speaker provides to support points or claims.
<a href="#">LAFS.5.SL.1.AP.3d:</a>	Explain how at least one perspective in a discussion is supported by reasons and evidence.

[LAFS.5.SL.2.4:](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.SL.2.AP.4a:</a>	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<a href="#">LAFS.5.SL.2.AP.4b:</a>	Speak clearly and at an understandable pace.
<a href="#">LAFS.5.SL.2.AP.4c:</a>	Elaborate on each fact or opinion given in support of a claim with relevant details.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[LAFS.5.W.1.1:](#)

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.1a:</a>	Provide an introduction that states own opinion within persuasive text.

<a href="#">LAFS.5.W.1.AP.1b:</a>	Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
<a href="#">LAFS.5.W.1.AP.1c:</a>	Provide relevant facts to support stated opinion or reasons within persuasive writing.
<a href="#">LAFS.5.W.1.AP.1d:</a>	Link opinions and reasons using words, phrases and clauses.
<a href="#">LAFS.5.W.1.AP.1e:</a>	Provide a clear concluding statement or section related to the opinion stated.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

[LAFS.5.W.1.2:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.2a:</a>	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.
<a href="#">LAFS.5.W.1.AP.2b:</a>	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
<a href="#">LAFS.5.W.1.AP.2c:</a>	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
<a href="#">LAFS.5.W.1.AP.2d:</a>	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.
<a href="#">LAFS.5.W.1.AP.2e:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
<a href="#">LAFS.5.W.1.AP.2f:</a>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<a href="#">LAFS.5.W.1.AP.2g:</a>	Provide a concluding statement or section to summarize the information presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

[LAFS.5.W.1.3:](#)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.1.AP.3a:</a>	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<a href="#">LAFS.5.W.1.AP.3b:</a>	Organize ideas and events so that they unfold naturally.
<a href="#">LAFS.5.W.1.AP.3c:</a>	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
<a href="#">LAFS.5.W.1.AP.3d:</a>	Use transitional words, phrases and clauses to manage the sequence of events.
<a href="#">LAFS.5.W.1.AP.3e:</a>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<a href="#">LAFS.5.W.1.AP.3f:</a>	Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
<a href="#">LAFS.5.W.1.AP.3g:</a>	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.

[LAFS.5.W.2.4:](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).
<a href="#">LAFS.5.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.
<a href="#">LAFS.5.W.2.AP.4c:</a>	Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.

[LAFS.5.W.2.5:](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Related Access Points

Name	Description
<a href="#">LAFS.5.W.2.AP.5a:</a>	With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5b:</a>	With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
<a href="#">LAFS.5.W.2.AP.5c:</a>	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
<a href="#">LAFS.5.W.2.AP.5d:</a>	With guidance and support from peers and adults, strengthen writing by revising and editing.
<a href="#">LAFS.5.W.2.AP.5e:</a>	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.

[LAFS.5.W.2.6:](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).
<a href="#">LAFS.5.W.2.AP.6b:</a>	Develop keyboarding skills.

[LAFS.5.W.3.7:](#)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.7a:</a>	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

[LAFS.5.W.3.8:](#)

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.8a:</a>	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8b:</a>	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8c:</a>	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.
<a href="#">LAFS.5.W.3.AP.8d:</a>	Provide a list of sources that contributed to the content within a writing piece.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

[LAFS.5.W.3.9:](#)

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.9a:</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b:</a>	Draw evidence from informational text to support an analysis, reflection or research.

[LAFS.5.W.3.9b:](#)

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.3.AP.9a:</a>	Draw evidence from literary text to support an analysis or reflection.
<a href="#">LAFS.5.W.3.AP.9b:</a>	Draw evidence from informational text to support an analysis, reflection or research.

[LAFS.5.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Related Access Points**

Name	Description
<a href="#">LAFS.5.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
<a href="#">LAFS.5.W.4.AP.10b:</a>	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

[MAFS.K12.MP.1.1:](#)

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[MAFS.K12.MP.3.1:](#)

### Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

[MAFS.K12.MP.5.1:](#)

### Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.6.1:](#)

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Give examples of school and public health policies that influence health promotion and disease prevention.

[HE.5.C.2.4:](#)

**Remarks/Examples:**  
Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.

### Related Access Points

Name	Description
<a href="#">HE.5.C.2.In.d:</a>	Identify selected school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.
<a href="#">HE.5.C.2.Su.d:</a>	Recognize school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.
<a href="#">HE.5.C.2.Pa.d:</a>	Recognize ways the school influences health practices of children, such as offering after-school activities, community safety-education programs, a variety of nutritious foods at lunch, and bus-safety rules.

### Related Certifications

<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9)</a> Plus <a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Elementary Grades 1-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9)</a> Plus <a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9)</a> Plus <a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a> Plus <a href="#">Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Science (Grades 5-9)</a> Plus <a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6)</a> Plus <a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>

There are more than 291 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15474>



# Unique Skills Social and Emotional: PK-5 (#7721020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7721020

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

**Abbreviated Title:** Unique Skills Social and Emotional

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.1a:</a>	Identify personal emotions and feelings.
<a href="#">SP.PK12.US.19.2a:</a>	Identify personal strengths and areas of need.
<a href="#">SP.PK12.US.19.5a:</a>	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
<a href="#">SP.PK12.US.19.7a:</a>	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.1a:</a>	Identify a range of emotions and feelings of others.
<a href="#">SP.PK12.US.20.7a:</a>	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
<a href="#">SP.PK12.US.21.1:</a>	Maintain appropriate behavior by following rules in classroom and school settings.
<a href="#">SP.PK12.US.21.2a:</a>	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Exceptional Student Education \(Elementary and Secondary Grades K-12\)](#)

[Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Varying Exceptionalities \(Elementary and Secondary Grades K-12\)](#)

[Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)

[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\)](#)

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

[Hearing Impaired \(Grades K-12\)](#)

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)



# Hospital and Homebound Academic and Unique Skills: PK-5 (#7755020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7755020	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Special Courses > <b>Abbreviated Title:</b> H/H ACAD U SKLS:PK-5
<b>Course Status:</b> Course Approved	

## VERSION DESCRIPTION

**A. Major Concepts/Content.** The purpose of this course is to enable the student with disabilities to acquire skills when served in a hospital or homebound setting, in order to achieve the Annual Goals and Short- Term Objectives or Benchmarks specified in each student’s Individual Educational Plan (IEP).

**B. Special Note.** None.

**C. Course Requirements.** After successfully completing this course, the student will: Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student’s Individual Educational Plan

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Advanced Academics: K-5 for Gifted Students (#7755040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7755040	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Academics-General >
	<b>Abbreviated Title:</b> ADV ACAD: K-5 GIFTED
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"><li>• Class Size Core Required</li><li>• Highly Qualified Teacher (HQT) Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> K,1,2,3,4,5	

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each K-5 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Special Note:** As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## QUALIFICATIONS

Teacher must have academic subject area coverage in addition to the Gifted Endorsement.

## Course Standards

Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Name	Description
<a href="#">G.K12.1.1.1a:</a>	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
<a href="#">G.K12.1.1.1b:</a>	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
<a href="#">G.K12.1.1.1c:</a>	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
<a href="#">G.K12.1.1.1d:</a>	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
<a href="#">G.K12.1.1.2a:</a>	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
<a href="#">G.K12.1.1.2b:</a>	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
<a href="#">G.K12.1.1.2c:</a>	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
<a href="#">G.K12.1.1.2d:</a>	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
<a href="#">G.K12.1.1.3a:</a>	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
<a href="#">G.K12.1.1.3b:</a>	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
<a href="#">G.K12.1.1.3c:</a>	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
<a href="#">G.K12.1.1.3d:</a>	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
<a href="#">G.K12.1.1.4a:</a>	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
<a href="#">G.K12.1.1.4b:</a>	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
<a href="#">G.K12.1.1.4c:</a>	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
<a href="#">G.K12.1.1.4d:</a>	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
<a href="#">G.K12.1.2.1a:</a>	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
<a href="#">G.K12.1.2.1b:</a>	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
<a href="#">G.K12.1.2.1c:</a>	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
<a href="#">G.K12.1.2.1d:</a>	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
<a href="#">G.K12.1.2.1e:</a>	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
<a href="#">G.K12.1.2.1f:</a>	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
<a href="#">G.K12.1.2.1g:</a>	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
<a href="#">G.K12.1.2.1h:</a>	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
<a href="#">G.K12.1.2.2a:</a>	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
<a href="#">G.K12.1.2.2b:</a>	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
<a href="#">G.K12.1.2.2c:</a>	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
<a href="#">G.K12.1.2.2d:</a>	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
<a href="#">G.K12.1.2.3a:</a>	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
<a href="#">G.K12.1.2.3b:</a>	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
<a href="#">G.K12.1.2.3c:</a>	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
<a href="#">G.K12.1.2.3d:</a>	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
<a href="#">G.K12.1.3.1a:</a>	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
<a href="#">G.K12.1.3.1b:</a>	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
<a href="#">G.K12.1.3.1c:</a>	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
<a href="#">G.K12.1.3.1d:</a>	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
<a href="#">G.K12.1.3.2a:</a>	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
<a href="#">G.K12.1.3.2b:</a>	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.

<a href="#">G.K12.1.3.2c:</a>	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
<a href="#">G.K12.1.3.2d:</a>	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
<a href="#">G.K12.1.3.3a:</a>	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
<a href="#">G.K12.1.3.3b:</a>	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
<a href="#">G.K12.1.3.3c:</a>	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
<a href="#">G.K12.1.3.3d:</a>	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
<a href="#">G.K12.1.3.4a:</a>	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
<a href="#">G.K12.1.3.4b:</a>	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
<a href="#">G.K12.1.3.4c:</a>	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
<a href="#">G.K12.1.3.4d:</a>	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
<a href="#">G.K12.2.1.1a:</a>	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
<a href="#">G.K12.2.1.1b:</a>	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
<a href="#">G.K12.2.1.1c:</a>	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
<a href="#">G.K12.2.1.1d:</a>	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
<a href="#">G.K12.2.1.2a:</a>	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
<a href="#">G.K12.2.1.2b:</a>	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
<a href="#">G.K12.2.1.2c:</a>	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
<a href="#">G.K12.2.1.2d:</a>	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
<a href="#">G.K12.2.1.3a:</a>	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
<a href="#">G.K12.2.1.3b:</a>	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
<a href="#">G.K12.2.1.3c:</a>	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
<a href="#">G.K12.2.1.3d:</a>	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
<a href="#">G.K12.2.2.1a:</a>	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
<a href="#">G.K12.2.2.1b:</a>	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
<a href="#">G.K12.2.2.1c:</a>	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
<a href="#">G.K12.2.2.1d:</a>	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
<a href="#">G.K12.2.2.2a:</a>	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
<a href="#">G.K12.2.2.2b:</a>	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
<a href="#">G.K12.2.2.2c:</a>	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
<a href="#">G.K12.2.2.2d:</a>	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
<a href="#">G.K12.2.3.1a:</a>	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
<a href="#">G.K12.2.3.1b:</a>	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
<a href="#">G.K12.2.3.1c:</a>	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
<a href="#">G.K12.2.3.1d:</a>	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
<a href="#">G.K12.2.3.2a:</a>	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
<a href="#">G.K12.2.3.2b:</a>	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
<a href="#">G.K12.2.3.2c:</a>	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
<a href="#">G.K12.2.3.2d:</a>	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
<a href="#">G.K12.3.1.1a:</a>	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
<a href="#">G.K12.3.1.1b:</a>	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
<a href="#">G.K12.3.1.1c:</a>	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
<a href="#">G.K12.3.1.1d:</a>	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
<a href="#">G.K12.3.1.2a:</a>	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
<a href="#">G.K12.3.1.2b:</a>	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
<a href="#">G.K12.3.1.2c:</a>	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
<a href="#">G.K12.3.1.2d:</a>	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
<a href="#">G.K12.3.1.3a:</a>	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
<a href="#">G.K12.3.1.3b:</a>	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
<a href="#">G.K12.3.1.3c:</a>	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
<a href="#">G.K12.3.1.3d:</a>	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
<a href="#">G.K12.3.2.1a:</a>	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
<a href="#">G.K12.3.2.1b:</a>	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
<a href="#">G.K12.3.2.1c:</a>	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
<a href="#">G.K12.3.2.1d:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
<a href="#">G.K12.3.2.1e:</a>	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).

<a href="#">G.K12.3.2.1f:</a>	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
<a href="#">G.K12.3.2.1g:</a>	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
<a href="#">G.K12.3.2.1h:</a>	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
<a href="#">G.K12.3.3.1a:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
<a href="#">G.K12.3.3.1b:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
<a href="#">G.K12.3.3.1c:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
<a href="#">G.K12.3.3.1d:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
<a href="#">G.K12.3.3.1e:</a>	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
<a href="#">G.K12.3.3.1f:</a>	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
<a href="#">G.K12.3.3.1g:</a>	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
<a href="#">G.K12.3.3.1h:</a>	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
<a href="#">G.K12.3.3.2a:</a>	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
<a href="#">G.K12.3.3.2b:</a>	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
<a href="#">G.K12.3.3.2c:</a>	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
<a href="#">G.K12.3.3.2d:</a>	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
<a href="#">G.K12.3.4.1a:</a>	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
<a href="#">G.K12.3.4.1b:</a>	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
<a href="#">G.K12.3.4.1c:</a>	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
<a href="#">G.K12.3.4.1d:</a>	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
<a href="#">G.K12.4.1.1a:</a>	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
<a href="#">G.K12.4.1.1b:</a>	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
<a href="#">G.K12.4.1.1c:</a>	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
<a href="#">G.K12.4.1.1d:</a>	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
<a href="#">G.K12.4.1.2a:</a>	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
<a href="#">G.K12.4.1.2b:</a>	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
<a href="#">G.K12.4.1.2c:</a>	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
<a href="#">G.K12.4.1.2d:</a>	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
<a href="#">G.K12.4.1.3a:</a>	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
<a href="#">G.K12.4.1.3b:</a>	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
<a href="#">G.K12.4.1.3c:</a>	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
<a href="#">G.K12.4.1.3d:</a>	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
<a href="#">G.K12.4.1.4a:</a>	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
<a href="#">G.K12.4.1.4b:</a>	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
<a href="#">G.K12.4.1.4c:</a>	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
<a href="#">G.K12.4.1.4d:</a>	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
<a href="#">G.K12.4.1.5a:</a>	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
<a href="#">G.K12.4.1.5b:</a>	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
<a href="#">G.K12.4.1.5c:</a>	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
<a href="#">G.K12.4.1.5d:</a>	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
<a href="#">G.K12.4.2.1d:</a>	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
<a href="#">G.K12.4.2.2a:</a>	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
<a href="#">G.K12.4.2.2b:</a>	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
<a href="#">G.K12.4.2.2c:</a>	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
<a href="#">G.K12.4.2.2d:</a>	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
<a href="#">G.K12.4.2.3a:</a>	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
<a href="#">G.K12.4.2.3b:</a>	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
<a href="#">G.K12.4.2.3c:</a>	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
<a href="#">G.K12.4.2.3d:</a>	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
<a href="#">G.K12.4.2.4a:</a>	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
<a href="#">G.K12.4.2.4b:</a>	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
<a href="#">G.K12.4.2.4c:</a>	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
<a href="#">G.K12.4.2.4d:</a>	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
<a href="#">G.K12.4.3.1a:</a>	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
<a href="#">G.K12.4.3.1b:</a>	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
<a href="#">G.K12.4.3.1c:</a>	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
<a href="#">G.K12.4.3.1d:</a>	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
<a href="#">G.K12.4.3.2a:</a>	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
<a href="#">G.K12.4.3.2b:</a>	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
<a href="#">G.K12.4.3.2c:</a>	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
<a href="#">G.K12.4.3.2d:</a>	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
<a href="#">G.K12.4.3.2e:</a>	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.

<a href="#">G.K12.4.3.2f:</a>	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
<a href="#">G.K12.4.3.2g:</a>	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
<a href="#">G.K12.4.3.2h:</a>	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
<a href="#">G.K12.4.3.3a:</a>	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
<a href="#">G.K12.4.3.3b:</a>	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
<a href="#">G.K12.4.3.3c:</a>	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
<a href="#">G.K12.4.3.3d:</a>	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
<a href="#">G.K12.5.1.1a:</a>	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
<a href="#">G.K12.5.1.1b:</a>	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
<a href="#">G.K12.5.1.1c:</a>	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
<a href="#">G.K12.5.1.1d:</a>	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
<a href="#">G.K12.5.1.2a:</a>	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
<a href="#">G.K12.5.1.2b:</a>	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
<a href="#">G.K12.5.1.2c:</a>	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
<a href="#">G.K12.5.1.2d:</a>	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
<a href="#">G.K12.5.1.2e:</a>	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
<a href="#">G.K12.5.1.2f:</a>	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
<a href="#">G.K12.5.1.2g:</a>	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
<a href="#">G.K12.5.1.2h:</a>	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
<a href="#">G.K12.5.1.3a:</a>	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
<a href="#">G.K12.5.1.3b:</a>	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
<a href="#">G.K12.5.1.3c:</a>	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
<a href="#">G.K12.5.1.3d:</a>	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
<a href="#">G.K12.5.2.1a:</a>	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
<a href="#">G.K12.5.2.1b:</a>	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
<a href="#">G.K12.5.2.1c:</a>	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
<a href="#">G.K12.5.2.1d:</a>	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
<a href="#">G.K12.5.2.2a:</a>	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
<a href="#">G.K12.5.2.2b:</a>	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
<a href="#">G.K12.5.2.2c:</a>	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
<a href="#">G.K12.5.2.2d:</a>	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
<a href="#">G.K12.5.2.3a:</a>	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
<a href="#">G.K12.5.2.3b:</a>	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
<a href="#">G.K12.5.2.3c:</a>	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
<a href="#">G.K12.5.2.3d:</a>	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
<a href="#">G.K12.5.3.1a:</a>	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
<a href="#">G.K12.5.3.1b:</a>	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
<a href="#">G.K12.5.3.1c:</a>	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
<a href="#">G.K12.5.3.1d:</a>	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
<a href="#">G.K12.5.3.2a:</a>	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
<a href="#">G.K12.5.3.2b:</a>	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
<a href="#">G.K12.5.3.2c:</a>	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
<a href="#">G.K12.5.3.2d:</a>	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
<a href="#">G.K12.5.3.3a:</a>	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
<a href="#">G.K12.5.3.3b:</a>	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
<a href="#">G.K12.5.3.3c:</a>	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
<a href="#">G.K12.5.3.3d:</a>	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
<a href="#">G.K12.5.3.4a:</a>	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
<a href="#">G.K12.5.3.4b:</a>	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
<a href="#">G.K12.5.3.4c:</a>	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
<a href="#">G.K12.5.3.4d:</a>	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
<a href="#">G.K12.6.1.1a:</a>	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
<a href="#">G.K12.6.1.1b:</a>	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
<a href="#">G.K12.6.1.1c:</a>	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
<a href="#">G.K12.6.1.1d:</a>	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
<a href="#">G.K12.6.1.2a:</a>	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
<a href="#">G.K12.6.1.2b:</a>	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
<a href="#">G.K12.6.1.2c:</a>	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
<a href="#">G.K12.6.1.2d:</a>	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
<a href="#">G.K12.6.1.3a:</a>	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.

<a href="#">G.K12.6.1.3b:</a>	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
<a href="#">G.K12.6.1.3c:</a>	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
<a href="#">G.K12.6.1.3d:</a>	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
<a href="#">G.K12.6.1.4a:</a>	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
<a href="#">G.K12.6.1.4b:</a>	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
<a href="#">G.K12.6.1.4c:</a>	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
<a href="#">G.K12.6.1.4d:</a>	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
<a href="#">G.K12.6.2.1a:</a>	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
<a href="#">G.K12.6.2.1b:</a>	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
<a href="#">G.K12.6.2.1c:</a>	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
<a href="#">G.K12.6.2.1d:</a>	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
<a href="#">G.K12.6.2.2a:</a>	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
<a href="#">G.K12.6.2.2b:</a>	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
<a href="#">G.K12.6.2.2c:</a>	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
<a href="#">G.K12.6.2.2d:</a>	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
<a href="#">G.K12.6.2.3a:</a>	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
<a href="#">G.K12.6.2.3b:</a>	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
<a href="#">G.K12.6.2.3c:</a>	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non- controllable events and behavior affect goal achievement.
<a href="#">G.K12.6.2.3d:</a>	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
<a href="#">G.K12.6.2.4a:</a>	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
<a href="#">G.K12.6.2.4b:</a>	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
<a href="#">G.K12.6.2.4c:</a>	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
<a href="#">G.K12.6.2.4d:</a>	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
<a href="#">G.K12.6.3.1a:</a>	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
<a href="#">G.K12.6.3.1b:</a>	<b>Communication - Understand:</b> Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
<a href="#">G.K12.6.3.1c:</a>	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
<a href="#">G.K12.6.3.1d:</a>	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
<a href="#">G.K12.6.3.2a:</a>	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
<a href="#">G.K12.6.3.2b:</a>	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
<a href="#">G.K12.6.3.2c:</a>	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
<a href="#">G.K12.6.3.2d:</a>	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
<a href="#">G.K12.6.3.3a:</a>	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
<a href="#">G.K12.6.3.3b:</a>	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
<a href="#">G.K12.6.3.3c:</a>	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
<a href="#">G.K12.6.3.3d:</a>	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
<a href="#">G.K12.6.3.4a:</a>	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
<a href="#">G.K12.6.3.4b:</a>	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
<a href="#">G.K12.6.3.4c:</a>	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
<a href="#">G.K12.6.3.4d:</a>	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
<a href="#">G.K12.7.1.1a:</a>	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
<a href="#">G.K12.7.1.1b:</a>	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
<a href="#">G.K12.7.1.1c:</a>	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
<a href="#">G.K12.7.1.1d:</a>	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
<a href="#">G.K12.7.1.2a:</a>	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
<a href="#">G.K12.7.1.2b:</a>	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
<a href="#">G.K12.7.1.2c:</a>	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
<a href="#">G.K12.7.1.2d:</a>	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
<a href="#">G.K12.7.1.3a:</a>	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
<a href="#">G.K12.7.1.3b:</a>	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
<a href="#">G.K12.7.1.3c:</a>	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
<a href="#">G.K12.7.1.3d:</a>	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
<a href="#">G.K12.7.1.4a:</a>	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
<a href="#">G.K12.7.1.4b:</a>	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
<a href="#">G.K12.7.1.4c:</a>	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
<a href="#">G.K12.7.1.4d:</a>	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
<a href="#">G.K12.7.2.1a:</a>	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
<a href="#">G.K12.7.2.1b:</a>	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
<a href="#">G.K12.7.2.1c:</a>	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
<a href="#">G.K12.7.2.1d:</a>	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
<a href="#">G.K12.7.2.2a:</a>	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
<a href="#">G.K12.7.2.2b:</a>	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
<a href="#">G.K12.7.2.2c:</a>	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
<a href="#">G.K12.7.2.3a:</a>	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.

<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1.1:</a>	<b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 29 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12852>



# Unique Skills: PK-5 (#7763010)

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**Course Number:** 7763010

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

**Abbreviated Title:** U SKLS: PK-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3a:</a>	Initiate and participate in conversations with adults and peers.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.1.1a:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#">SP.PK12.US.1.2a:</a>	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
<a href="#">SP.PK12.US.1.3a:</a>	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.4a:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.10.1a:</a>	Complete routines and tasks according to instructions and expectations.

<a href="#">SP.PK12.US.10.2a:</a>	Sequence two or more tasks to complete activities.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.</b>
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.1a:</a>	Identify personal emotions and feelings.
<a href="#">SP.PK12.US.19.2a:</a>	Identify personal strengths and areas of need.
<a href="#">SP.PK12.US.19.5a:</a>	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
<a href="#">SP.PK12.US.19.7a:</a>	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
<a href="#">SP.PK12.US.2.3:</a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#">SP.PK12.US.2.1a:</a>	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
<a href="#">SP.PK12.US.2.2a:</a>	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.1a:</a>	Identify a range of emotions and feelings of others.
<a href="#">SP.PK12.US.20.7a:</a>	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
<a href="#">SP.PK12.US.21.1:</a>	Maintain appropriate behavior by following rules in classroom and school settings.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
<a href="#">SP.PK12.US.21.5:</a>	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<a href="#">SP.PK12.US.21.2a:</a>	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
<a href="#">SP.PK12.US.22.1:</a>	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.1a:</a>	Apply skills and strategies to solve personal and school problems.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and <b>considering speaker's perspective and nonverbal messages.</b>
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	<b>Answer different types of questions, such as yes/no, open ended, and "wh" questions.</b>
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.

<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.8.11a:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#">SP.PK12.US.9.2a:</a>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<a href="#">SP.PK12.US.9.3a:</a>	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
<a href="#">SP.PK12.US.9.5a:</a>	Identify and follow rules when using transportation in the community.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>



# Speech and Auditory Training: PK-5 (#7763020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763020

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

**Abbreviated Title:** SPEECH AUD: PK-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- Licensed Speech Language Pathologist
- Speech Language Pathologist Assistant\*

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<a href="#">SP.PK12.SA.1.1:</a>	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
<a href="#">SP.PK12.SA.10.1:</a>	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
<a href="#">SP.PK12.SA.2.1:</a>	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
<a href="#">SP.PK12.SA.3.1:</a>	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
<a href="#">SP.PK12.SA.5.1:</a>	Maintain (clean, care for, and troubleshoot) personal listening device.
<a href="#">SP.PK12.SA.5.2:</a>	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
<a href="#">SP.PK12.SA.6.1:</a>	Demonstrate awareness of speech and nonspeech sounds.
<a href="#">SP.PK12.SA.7.1:</a>	Listen to, retrieve, and imitate speech and spoken language.
<a href="#">SP.PK12.SA.8.1:</a>	Indicate similarities and differences between two or more sounds or spoken words.
<a href="#">SP.PK12.SA.9.1:</a>	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.

## Related Certifications

[Hearing Impaired \(Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)



# Speech Therapy: PK-5 (#7763030)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7763030</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K,1,2,3,4,5,PreK</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Therapy &gt;</p> <p><b>Abbreviated Title:</b> SPEECH THRPY: PK-5</p> <p><b>Course Length:</b> Not Applicable</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

### PURPOSE

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

### NOTES

This course is designed for students with disabilities whose IEP indicates the need for speech therapy, either as an exceptional student education program or related service.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- Licensed Speech Language Pathologist
- Speech Language Pathologist Assistant\*

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.10.1:</a>	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.8.1:</a>	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.9.1:</a>	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)





# Language Therapy: PK-5 (#7763040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763040

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

**Abbreviated Title:** LANG THRPY: PK-5

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

### PURPOSE

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

### NOTES

This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- Licensed Speech Language Pathologist
- Speech Language Pathologist Assistant\*

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.1.1:</a>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<a href="#">SP.PK12.TP.2.1:</a>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<a href="#">SP.PK12.TP.3.1:</a>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<a href="#">SP.PK12.TP.4.1:</a>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<a href="#">SP.PK12.TP.5.1:</a>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<a href="#">SP.PK12.VI.6.1:</a>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)



# Occupational Therapy: PK-5 (#7763050)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7763050</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K,1,2,3,4,5,PreK</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Therapy &gt;</p> <p><b>Abbreviated Title:</b> OCCU THRPY: PK-5</p> <p><b>Course Length:</b> Not Applicable</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- Licensed Occupational Therapist
- Licensed Occupational Therapy Assistant

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.

## Related Certifications

<a href="#">Occupational Therapy Assistant (Career &amp; Technical)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>



# Orientation and Mobility: PK-5 (#7763060)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7763060</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K,1,2,3,4,5,PreK</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Special Courses &gt;</p> <p><b>Abbreviated Title:</b> ORIEN MOBILITY: PK-5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.

<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.



# Physical Therapy: PK-5 (#7763070)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<b>Course Number:</b> 7763070	<b>Course Path:</b> Section: Exceptional Student Education > <b>Grade Group:</b> Elementary > <b>Subject:</b> Therapy >
	<b>Abbreviated Title:</b> PHY THRPY: PK-5
	<b>Course Length:</b> Not Applicable
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> K,1,2,3,4,5,PreK	

## GENERAL NOTES

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student’s individual education plan or educational plan to benefit from specially designed instruction.

This course is designed for students with disabilities whose individual educational plan or educational plan indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a Licensed Physical Therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

This is a non-credit course. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP or EP.

Instructional activities should be age-appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- Licensed Physical Therapist
- Licensed Physical Therapy Assistant

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SP.PK12.TP.7.1:</a>	Demonstrate the ability to achieve functional outcomes as specified in the student’s plan of treatment or care.



# Expanded Core Competencies: PK–5 (#7763080)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763080

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

**Abbreviated Title:** EXP CORE COMPET: K-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).

This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.

Instructional activities involving practical applications of course requirements may occur in home, school (including separate setting, small group, and individually), and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills Course.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.VI.1.1:</a>	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
<a href="#">SP.PK12.VI.1.2:</a>	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
<a href="#">SP.PK12.VI.1.3:</a>	Maintain a personal time management and organizational system for academic studies.
<a href="#">SP.PK12.VI.1.4:</a>	Perform fine motor tasks, such as handwriting/signature writing.
<a href="#">SP.PK12.VI.1.5:</a>	Use tactile discrimination skills to interpret objects, symbols, and graphics.
<a href="#">SP.PK12.VI.1.6:</a>	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
<a href="#">SP.PK12.VI.1.7:</a>	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
<a href="#">SP.PK12.VI.2.1:</a>	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.2.2:</a>	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
<a href="#">SP.PK12.VI.2.3:</a>	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
<a href="#">SP.PK12.VI.2.4:</a>	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student’s developmental level.
<a href="#">SP.PK12.VI.2.5:</a>	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
<a href="#">SP.PK12.VI.3.2:</a>	Identify a variety of jobs and careers and possible accommodations for workers who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.2:</a>	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.3:</a>	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.

<a href="#">SP.PK12.VI.5.1:</a>	Identify personal body parts and analyze their location relative to self and the environment.
<a href="#">SP.PK12.VI.5.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.VI.5.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.</b>
<a href="#">SP.PK12.VI.5.4:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.VI.5.5:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.VI.5.6:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.VI.5.7:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.VI.6.2:</a>	Navigate and manipulate the presentation format of auditory resources as needed.
<a href="#">SP.PK12.VI.7.4:</a>	Explain possible coping strategies for managing stressors.
<a href="#">SP.PK12.VI.7.5:</a>	Describe goals in self-advocating using appropriate communication and assertiveness.
<a href="#">SP.PK12.VI.7.1a:</a>	Explain own visual impairment.
<a href="#">SP.PK12.VI.7.2a:</a>	Identify personal likes and dislikes.
<a href="#">SP.PK12.VI.7.3a:</a>	Identify personal strengths, competencies, and challenges.
<a href="#">SP.PK12.VI.8.1:</a>	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
<a href="#">SP.PK12.VI.8.2:</a>	Respond to and summarize instructional level information presented in an auditory format.
<a href="#">SP.PK12.VI.9.1:</a>	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.3:</a>	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.4:</a>	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.6:</a>	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.9:</a>	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.5a:</a>	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.7a:</a>	Identify steps to purchase an item from a store using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.8a:</a>	Demonstrate simple household skills including cleaning own area using nonvisual and/or low-vision strategies.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)



# Expanded Skills: PK-5 (#7763090)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763090

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

**Abbreviated Title:** EXP SKLS: PK-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## VERSION DESCRIPTION

The purpose of this course is to enable students who are deaf and hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource class, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.DH.1.1a:</a>	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
<a href="#">SP.PK12.DH.1.2a:</a>	Identify contributions of past and present figures of the Deaf community.
<a href="#">SP.PK12.DH.1.3a:</a>	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.2.1:</a>	Identify steps to complete school assignments and tasks according to directions.
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.
<a href="#">SP.PK12.DH.2.3a:</a>	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
<a href="#">SP.PK12.DH.2.4a:</a>	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
<a href="#">SP.PK12.DH.3.2:</a>	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
<a href="#">SP.PK12.DH.3.1a:</a>	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.
<a href="#">SP.PK12.DH.3.5a:</a>	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.

<a href="#">SP.PK12.DH.3.6a:</a>	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.
<a href="#">SP.PK12.DH.3.7a:</a>	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
<a href="#">SP.PK12.DH.4.1:</a>	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
<a href="#">SP.PK12.DH.5.1:</a>	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
<a href="#">SP.PK12.DH.5.4a:</a>	Communicate with others in ways appropriate for the relationship, such as friends and family.
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
<a href="#">SP.PK12.DH.6.1a:</a>	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
<a href="#">SP.PK12.DH.6.2a:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
<a href="#">SP.PK12.DH.6.3a:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
<a href="#">SP.PK12.DH.6.4a:</a>	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Hearing Impaired \(Grades K-12\)](#)



# Unique Skills Independent Function: PK-5 (#7763100)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 7763100

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

**Abbreviated Title:** U SKLS IND FUNC:PK-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## VERSION DESCRIPTION

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.10.1a:</a>	Complete routines and tasks according to instructions and expectations.
<a href="#">SP.PK12.US.10.2a:</a>	Sequence two or more tasks to complete activities.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#">SP.PK12.US.8.11a:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs.

<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#">SP.PK12.US.9.2a:</a>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<a href="#">SP.PK12.US.9.3a:</a>	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
<a href="#">SP.PK12.US.9.5a:</a>	Identify and follow rules when using transportation in the community.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>



# Unique Skills: Curriculum and Learning: PK–5 (#7763110)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

<p><b>Course Number:</b> 7763110</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K,1,2,3,4,5,PreK</p>	<p><b>Course Path:</b> Section: Exceptional Student Education &gt; <b>Grade Group:</b> Elementary &gt; <b>Subject:</b> Special Courses &gt;</p> <p><b>Abbreviated Title:</b> U SKLS CURR&amp;LRN:PK-5</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.1a:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.2a:</a>	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.3a:</a>	Apply fundamental skills and strategies in written communication, such as identifying and using personal information, making basic lists and completing forms, and forming simple and complex sentences.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.4a:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as money skills, estimation skills, time and measurement skills, and comprehension of graphs, tables, schedules, and charts.
<a href="#">SP.PK12.US.2.3:</a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#">SP.PK12.US.2.1a:</a>	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy.
<a href="#">SP.PK12.US.2.2a:</a>	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information.

<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.
<a href="#">SP.PK12.US.3.1a:</a>	Apply skills and strategies to solve personal and school problems.
<a href="#">SP.PK12.US.3.2a:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#">SP.PK12.US.3.3a:</a>	Participate effectively in educational planning, including but not limited to, the Individual Educational Plan (IEP).
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>



# Unique Skills Communication: PK–5 (#7763120)

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**Course Number:** 7763120

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

**Abbreviated Title:** U SKLS COMMUNIC:PK-5

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** K,1,2,3,4,5,PreK

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3a:</a>	Initiate and participate in conversations with adults and peers.
<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker’s perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	Answer different types of questions, such as yes/no, open ended, and “wh” questions.
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.

<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
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