2013-2014

Florida Course Descriptions for Grades PK-12, Exceptional Student Education

Course: Prekindergarten Disabilities: Age 0-2-7650030

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4984.aspx

BASIC INFORMATION

Course Title:	Prekindergarten Disabilities: Age 0-2
Course Number:	7650030
Course Abbreviated Title:	PK DISABS: 0-2
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Prekindergarten
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
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 predicable 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.

<u>Emergent Reading</u>

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.

<u>Early Writing</u>

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.

<u>Cognitive Development</u>

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

Course: Speech and Auditory Training: PK-5-7763020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5051.aspx

BASIC INFORMATION

Course Title:	Speech and Auditory Training: PK-5
Course Number:	7763020
Course Abbreviated Title:	SPEECH AUD: PK-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Special Courses
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
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.

QUALIFICATIONS

Qualification:	HEAR IMPRD 6 SPCH CORR @ 6 SP LG IMPR 6 LIC SP LG PATH SP LG ASSOC 6 SLPA Licensure through the Florida Department of Health or certification through the Florida Department of Education.

STANDARDS (11)

SA.PK12.CM.1 Suprasegmental Level

SA.PK12.CM.1.1 :	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Suprasegmental Level

SA.PK12.CM.2 Phonetic Level

SA.PK12.CM.2.1 :	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Phonetic Level

SA.PK12.CM.3 Phonologic Level

SA.PK12.CM.3.1 :	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Phonologic Level

SA.PK12.MD.1 Use of Listening Devices

SA.PK12.MD.1.1 :	Demonstrate consistent and independent use of listening devices. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Use of Listening Devices

SA.PK12.MD.2 Self-Advocacy

SA.PK12.MD.2.1 :	Maintain (clean, care for, and troubleshoot) personal listening device. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Advocacy
SA.PK12.MD.2.2 :	Advocate for appropriate accommodations to compensate for deafness or hearing loss. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Advocacy

SA.PK12.MD.3 Detection Skills

SA.PK12.MD.3.1 :	Demonstrate awareness of speech and nonspeech sounds. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Detection Skills

SA.PK12.MD.4 Perception/Production Loop

SA.PK12.MD.4.1 :	Listen to, retrieve, and imitate speech and spoken language. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Perception/Production Loop

SA.PK12.MD.5 Auditory Discrimination Skills

SA.PK12.MD.5.1 :	Indicate similarities and differences between two or more sounds or spoken words. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Auditory Discrimination Skills

SA.PK12.MD.6 Auditory Identification Skills

SA.PK12.MD.6.1 :	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Auditory Identification Skills

SA.PK12.MD.7 Auditory Comprehension Skills

SA.PK12.MD.7.1 :	Demonstrate understanding of spoken language by responding in a

	meaningful way (listening to learn). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Auditory Comprehension Skills

Course: Unique Skills: PK-5- 7763010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5036.aspx

BASIC INFORMATION

Course Title:	Unique Skills: PK-5
Course Number:	7763010
Course Abbreviated Title:	U SKLS: PK-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Special Courses
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
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.

QUALIFICATIONS

Qualification:	ANY EXCEPT ED FIELD

STANDARDS (95)

US.PK12.CL.1 Learning Skills and Strategies

US.PK12.CL.1.1a :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.2a :	Use fundamental skills and strategies (dramatization, mental pictures, mnemonics, and links to prior knowledge) to connect information with cues to increase recall and comprehension. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.3a :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies

US.PK12.CL.1.3b :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.3c :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.4a :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.5 :	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.6 :	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies

US.PK12.CL.2 Task Management

US.PK12.CL.2.1a :	Use effective task completion strategies, such as following directions, staying on task, and monitoring accuracy. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Management
US.PK12.CL.2.2a :	Use effective time management, and organization skills, including using a visual schedule or calendar and locating and sorting information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Management
US.PK12.CL.2.3 :	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing

	answers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Management

US.PK12.CL.3 Self-Determination and Self-Management

US.PK12.CL.3.1a :	Apply skills and strategies to solve personal and school problems. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.2a :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.5 :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management

US.PK12.CM.1 Listening

US.PK12.CM.1.1 :	Follow multi-step directions in sequence. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.2 :	Demonstrate understanding and recall of stories and information presented orally. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.3 :	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.4 :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening

US.PK12.IF.1 Self-Care Skills

US.PK12.IF.1.7 :	Select food based on available options, preference, and nutritional value. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.1 :	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.11a :	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating wants and needs. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.2 :	Manage own clothing, such as dressing and selecting clothing items. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.3 :	Perform positive health practices, including preventative health care and fitness. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.4 :	Communicate need for medical assistance, such as indicating an illness or injury. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.5 :	Identify and perform approved medical procedures, as appropriate, such as using an inhaler. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.6 :	Demonstrate skills required for eating, such as using common utensils and opening packages. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.8 :	Follow safety procedures and routines for preparing food. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.9 :	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills

US.PK12.CM.2 Speaking

US.PK12.CM.2.1 :	Use speech that can be understood by adults and peers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.2 :	Communicate messages and ideas clearly and effectively in a variety of situations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.3 :	Answer different types of questions, such as yes/no, open ended, and “wh” questions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.4 :	Express ideas in complete sentences using correct parts of speech. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.5 :	Retell and summarize a story or event. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.6 :	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.7 :	Clarify and explain words and ideas. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.8 :	Participate effectively in small and large group discussions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.9 :	Recognize and repair communication breakdowns. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking

US.PK12.CM.3 Pragmatics

US.PK12.CM.3.1 :	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A

	Belongs to: Pragmatics
US.PK12.CM.3.2 :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics
US.PK12.CM.3.3a :	Initiate and participate in conversations with adults and peers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics

US.PK12.CM.4 Communication Systems

US.PK12.CM.4.1 :	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.2 :	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.3 :	Identify and use basic maintenance procedures needed by own communication system. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.4 :	Identify needs and request assistance with own communication system. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems

US.PK12.IF.10 Route Travel

US.PK12.IF.10.1 :	Plan and implement safe decision making when traveling in familiar and unfamiliar environments. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Route Travel

US.PK12.IF.11 Soliciting and Declining Assistance

US.PK12.IF.11.1 :	Respond appropriately to offers of assistance when traveling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A

	Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.2 :	Solicit necessary assistance when traveling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.3 :	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.4 :	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance

US.PK12.IF.2 Community Participation

US.PK12.IF.2.1 :	Participate in individual and group recreation/leisure activities. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.2a :	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.3a :	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.4 :	Apply acceptable eating and social skills when dining in a variety of establishments or settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.5a :	Identify and follow rules when using transportation in the community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.6 :	Demonstrate how to use technological tools to access services and commodities in the community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation

US.PK12.IF.3 Task Completion

US.PK12.IF.3.1a :	Complete routines and tasks according to instructions and expectations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Completion
US.PK12.IF.3.2a :	Sequence two or more tasks to complete activities. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Completion
US.PK12.IF.3.3 :	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Completion

US.PK12.IF.4 Functioning within Settings

US.PK12.IF.4.1 :	Use tools and/or assistive technology to complete daily routines and tasks. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.2 :	Follow rules and procedures across a variety of settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.3 :	Use materials for their intended purposes. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.4 :	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings

US.PK12.IF.5 Foundational Skills for Orientation and Mobility

US.PK12.IF.5.1 :	Identify personal body parts and analyze location relative to self and the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility
US.PK12.IF.5.2 :	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility
US.PK12.IF.5.3 :	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility

US.PK12.IF.6 Environmental Orienting Techniques

US.PK12.IF.6.1 :	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.2 :	Distinguish between permanent and transitory items in the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.3 :	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.4 :	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.5 :	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques

US.PK12.IF.7 Personal Orienting Techniques

US.PK12.IF.7.1 :	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Personal Orienting Techniques

US.PK12.IF.8 Independent Travel Skills

US.PK12.IF.8.1 :	Perform independent travel skills using landmarks and cues. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Independent Travel Skills

US.PK12.IF.8.2 :	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Independent Travel Skills
US.PK12.IF.8.3 :	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Independent Travel Skills

US.PK12.IF.9 Spatial Awareness and Directions

US.PK12.IF.9.1 :	Use spatial awareness skills and cardinal directions to orient oneself in the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Spatial Awareness and Directions

US.PK12.SE.1 Self-Regulation

US.PK12.SE.1.1a :	Identify personal emotions and feelings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.2a :	Identify personal strengths and areas of need. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.3 :	Express a range of personal emotions and feelings in a socially acceptable manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.4 :	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.5a :	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.6 :	Self-advocate for personal needs in a socially appropriate manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.7a :	Demonstrate self-esteem, self-confidence and pride, such as

	through self-affirmations and persistence. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation

US.PK12.SE.2 Interpersonal Relationships

US.PK12.SE.2.1a :	Identify a range of emotions and feelings of others. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.2 :	Respond in a socially appropriate manner to emotions and feelings of others. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.3 :	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.4 :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.5 :	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.6 :	Work cooperatively in small groups to achieve common outcomes. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.7a :	Use conflict resolution strategies to resolve differences, such as communicate and negotiate. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships

US.PK12.SE.3 Relationships Across Settings

US.PK12.SE.3.1 :	Maintain appropriate behavior by following rules in classroom and school settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings

US.PK12.SE.3.2a :	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
US.PK12.SE.3.3 :	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
US.PK12.SE.3.4 :	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
US.PK12.SE.3.5 :	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. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings

US.PK12.SE.4 Social Skills and Strategies

US.PK12.SE.4.1 :	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Social Skills and Strategies

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.

Course: Prekindergarten Disabilities: Age 3-5-7650130

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4983.aspx

BASIC INFORMATION

Course Title:	Prekindergarten Disabilities: Age 3-5
Course Number:	7650130
Course Abbreviated Title:	PK DISABS: 3-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Prekindergarten
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
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 REQUIRMENTS** **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.
10.010 Explore and begin to recognize changes in the outdoor environment, such as weather.
10.011 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. **<u>Emergent Literacy</u>** 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. <u>Emergent Reading</u> 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.
13.010 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.

<u>Speaking</u>

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.

<u>Vocabulary</u>

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.

<u>Conversation</u>

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.

<u>Sentences and Structure</u>

57. Use simple rules of grammar to produce phrases and

Course: Hospital and Homebound Academic and Unique Skills: PK-5- 7755020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5030.aspx

BASIC INFORMATION

Course Title:	Hospital and Homebound Academic and Unique Skills: PK-5
Course Number:	7755020
Course Abbreviated Title:	H/H ACAD U SKLS:PK-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Special Courses
Status:	Draft - Board Approval Pending
General Notes:	**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.
Verion 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.

Course: Unique Skills Social and Emotional-7721020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5148.aspx

BASIC INFORMATION

Course Title:	Unique Skills Social and Emotional
Course Number:	7721020
Grade Levels:	K,1,2,3,4,5,PreK
Course Abbreviated Title:	Unique Skills Social and Emotional
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Special Courses
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
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.
Verion Requirements:	Certification: ANY EXCEPT ED FIELD

STANDARDS (16)

US.PK12.SE.1.1a:	Identify personal emotions and feelings.
US.PK12.SE.1.2a:	Identify personal strengths and areas of need.
US.PK12.SE.1.3:	Express a range of personal emotions and feelings in a socially acceptable manner.
US.PK12.SE.1.4:	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
US.PK12.SE.1.5a:	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
US.PK12.SE.1.6:	Self-advocate for personal needs in a socially appropriate manner.
US.PK12.SE.1.7a:	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
US.PK12.SE.2.1a:	Identify a range of emotions and feelings of others.
US.PK12.SE.2.2:	Respond in a socially appropriate manner to emotions and feelings of others.
US.PK12.SE.2.3:	Identify and maintain behaviors that build positive relationships with

	peers and adults, including friendships, family relations, and cooperating with peers.
US.PK12.SE.2.4:	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.
US.PK12.SE.2.5:	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
US.PK12.SE.2.6:	Work cooperatively in small groups to achieve common outcomes.
US.PK12.SE.2.7a:	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
US.PK12.SE.3.1:	Maintain appropriate behavior by following rules in classroom and school settings.
US.PK12.SE.3.2a:	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.

Course: 7721016 Access Social Studies - Grade 5-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5027.aspx

BASIC INFORMATION

Course Title:	Access Social Studies - Grade 5
Course Number:	7721016
Course Abbreviated Title:	ACCESS SOC ST - 5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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 a significant cognitive disability. **Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or

	global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world. Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them. Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities. **Access Social Studies - Grade Five Major** **Concepts/Content:** United States History – The fifth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places, and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American history. So that students can clearly see the relationship between cause and effect in history, students should also have the opportunity to explore how individuals and events of this period influenced later events in the development of our nation.

RELATED ACCESS POINTS: Independent(64) Supported(64) Participatory(64) Core Content Connector(0)

SS.5.A.1 Historical Inquiry and Analysis

SS.5.A.1.1 :	Use primary and secondary sources to understand history. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.5.A.1.In.a : Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps. • SS.5.A.1.Su.a : Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps. • SS.5.A.1.Pa.a : Recognize artifacts, photographs, or video recordings related to people or events from the past. Remarks/Examples Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.
SS.5.A.1.2 :	Utilize timelines to identify and discuss American History time periods. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.5.A.1.In.b : Complete a timeline to sequence important events in American history. • SS.5.A.1.Su.b : Sequence events to match dates on a timeline about American history. • SS.5.A.1.Pa.b : Sequence pictures that show events about America.

SS.5.A.2 Pre-Columbian North America

SS.5.A.2.1 :	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Pre-Columbian North America **Access Points:** • SS.5.A.2.In.a : Identify differences in cultures in ancient

	North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit. • SS.5.A.2.Su.a : Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing. • SS.5.A.2.Pa.a : Recognize differences in aspects of culture. Remarks/Examples Examples may include, but are not limited to, those listed in the benchmark.
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). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Pre-Columbian North America **Access Points:** • SS.5.A.2.In.b : Recognize that Native American tribes lived in different parts of North America and had different customs. • SS.5.A.2.Su.b : Recognize that many different Native American tribes lived in North America. • SS.5.A.2.Pa.b : Recognize differences in Native American tribes. Remarks/Examples Examples may include, but are not limited to, those listed in the benchmark.
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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Pre-Columbian North America **Access Points:** • SS.5.A.2.In.c : Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters. • SS.5.A.2.Su.c : Recognize differences in cultural aspects of

	Native American tribes, such as food, clothing, and shelters. • SS.5.A.2.Pa.c : Recognize differences in Native American tribes.

SS.5.A.3 Exploration and Settlement of North America

SS.5.A.3.1 :	Describe technological developments that shaped European exploration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of North America **Access Points:** • SS.5.A.3.In.a : Recognize inventions that made exploration safer, such as the compass and seaworthy ships. • SS.5.A.3.Su.a : Recognize that exploration in ships was made safer with the compass. • SS.5.A.3.Pa.a : Recognize that tools make travel safe. Remarks/Examples Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.
SS.5.A.3.2 :	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of North America **Access Points:** • SS.5.A.3.In.b : Identify a European explorer, the sponsoring country, and a reason for the exploration. • SS.5.A.3.Su.b : Recognize a reason why a European explorer came to America. • SS.5.A.3.Pa.b : Recognize that exploration involves looking for something new. 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.
SS.5.A.3.3 :	Describe interactions among Native Americans, Africans, English,

	French, Dutch, and Spanish for control of North America. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of North America **Access Points:** • SS.5.A.3.In.c : Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. • SS.5.A.3.Su.c : Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. • SS.5.A.3.Pa.c : Recognize ways different groups interact with each other. Remarks/Examples Examples may include, but are not limited to, diseases,agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.

SS.5.A.4 Colonization of North America

SS.5.A.4.1 :	Identify the economic, political and socio-cultural motivation for colonial settlement. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Colonization of North America **Access Points:** • 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. 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..
SS.5.A.4.2 :	Compare characteristics of New England, Middle, and Southern

	colonies. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Colonization of North America **Access Points:** • SS.5.A.4.In.b : Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern). • SS.5.A.4.Su.b : Recognize resources found in a colonial region, such as farms in the Southern Colonies. • SS.5.A.4.Pa.b : Recognize that different regions had different resources. Remarks/Examples Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.
SS.5.A.4.3 :	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Colonization of North America **Access Points:** • SS.5.A.4.In.c : Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies). • SS.5.A.4.Su.c : Recognize that leaders helped start new colonies. • SS.5.A.4.Pa.c : Recognize that different regions had different leaders. Remarks/Examples Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.
SS.5.A.4.4 :	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Colonization of North America

	Access Points: • SS.5.A.4.In.d : Identify various aspects of daily colonial life, such as farming, education, and games. • SS.5.A.4.Su.d : Recognize aspects of daily colonial life, such as farming and education. • SS.5.A.4.Pa.d : Recognize an aspect of colonial life, such as education. Remarks/Examples Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.
SS.5.A.4.5 :	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Colonization of North America **Access Points:** • SS.5.A.4.In.e : Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe. • SS.5.A.4.Su.e : Recognize that slaves were taken from Africa to work for others in the British Colonies. • SS.5.A.4.Pa.e : Recognize that slaves were forced to work for others.
SS.5.A.4.6 :	Describe the introduction, impact, and role of slavery in the colonies. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Colonization of North America **Access Points:** • SS.5.A.4.In.f : Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them. • SS.5.A.4.Su.f : Recognize that farmers in the Southern Colonies had large farms with slaves. • SS.5.A.4.Pa.f : Recognize that slaves were forced to work for others.

	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).

SS.5.A.5 American Revolution & Birth of a New Nation

SS.5.A.5.1 :	Identify and explain significant events leading up to the American Revolution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.a : Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England. • SS.5.A.5.Su.a : Recognize an event that led to the American Revolution, such as unfair taxes. • SS.5.A.5.Pa.a : Recognize that the people who settled in America were unhappy with the King of England. 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.
SS.5.A.5.10 :	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.j : Recognize that the Constitution outlines the principles of the American government. • SS.5.A.5.Su.j : Recognize that the Constitution is the set of laws Americans follow. • SS.5.A.5.Pa.j : Recognize that the government makes laws

	for its people. Remarks/Examples Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."
SS.5.A.5.2 :	Identify significant individuals and groups who played a role in the American Revolution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.b : Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin. • SS.5.A.5.Su.b : Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin. • SS.5.A.5.Pa.b : Recognize George Washington. 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.
SS.5.A.5.3 :	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.c : Identify that the Declaration of Independence stated that colonists wanted freedom from England. • SS.5.A.5.Su.c : Recognize that the colonists supported the Declaration of Independence. • SS.5.A.5.Pa.c : Recognize that the colonists wanted freedom

	from a king. 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.
SS.5.A.5.4 :	Examine and explain the changing roles and impact of significant women during the American Revolution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.d : Identify the role a woman played during the American Revolution, such as Martha Washington. • SS.5.A.5.Su.d : Recognize a famous woman from the American Revolution, such as Martha Washington. • SS.5.A.5.Pa.d : Recognize that women helped during the American Revolution. 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.
SS.5.A.5.5 :	Examine and compare major battles and military campaigns of the American Revolution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.e : Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge. • SS.5.A.5.Su.e : Recognize that George Washington led the troops against England during the American Revolution. • SS.5.A.5.Pa.e : Recognize that the colonists fought in the American Revolution. Remarks/Examples

	Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.
SS.5.A.5.6 :	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.f : Recognize that France and other countries contributed money and supplies to help the colonists fight against England. • SS.5.A.5.Su.f : Recognize that the colonists needed help from other countries to win the Revolution. • SS.5.A.5.Pa.f : Recognize that other groups (countries) helped the colonists. Remarks/Examples Examples my include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.
SS.5.A.5.7 :	Explain economic, military, and political factors which led to the end of the Revolutionary War. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.g : Recognize that France and other countries contributed money and supplies to help the colonists fight against England. • SS.5.A.5.Su.g : Recognize that the colonists needed help from other countries to win the Revolution. • SS.5.A.5.Pa.g : Recognize that other groups (countries) helped the colonists. Remarks/Examples Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.
SS.5.A.5.8 :	Evaluate the personal and political hardships resulting from the American Revolution.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.h : Recognize that there was no money or supplies left for the new government after the American Revolution. • SS.5.A.5.Su.h : Recognize that the colonists needed more money and supplies after the American Revolution. • SS.5.A.5.Pa.h : Recognize that colonists need supplies. 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.
SS.5.A.5.9 :	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: American Revolution & Birth of a New Nation **Access Points:** • SS.5.A.5.In.i : Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward. • SS.5.A.5.Su.i : Recognize that the United States wanted to add new lands after the Revolution. • SS.5.A.5.Pa.i : Recognize that the United States grew in size. Remarks/Examples Examples may include, but are not limited to, those listed in the benchmark.

SS.5.A.6 Growth and Westward Expansion

SS.5.A.6.1 :	Describe the causes and effects of the Louisiana Purchase. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:**

	• SS.5.A.6.In.a : Identify the major cause and effect of the Louisiana Purchase. • SS.5.A.6.Su.a : Recognize that the Louisiana Purchase made the United States twice its original size. • SS.5.A.6.Pa.a : Recognize that the United States was made larger by buying land.
SS.5.A.6.2 :	Identify roles and contributions of significant people during the period of westward expansion. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.b : Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson. • SS.5.A.6.Su.b : Recognize that Lewis and Clark led an expedition during the westward expansion. • SS.5.A.6.Pa.b : Recognize that people explore new lands. 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.
SS.5.A.6.3 :	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.c : Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express. • SS.5.A.6.Su.c : Recognize a change in transportation in America during the 1800s, such as railroads. • SS.5.A.6.Pa.c : Recognize a method of transportation. Remarks/Examples

	In addition to those liseted in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.
SS.5.A.6.4 :	Explain the importance of the explorations west of the Mississippi River. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.d : 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. • SS.5.A.6.Su.d : Recognize that Lewis and Clark led an expedition during the westward expansion. • SS.5.A.6.Pa.d : Recognize that people explore new lands. 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.
SS.5.A.6.5 :	Identify the causes and effects of the War of 1812. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.e : Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase. • SS.5.A.6.Su.e : Recognize that America fought England to keep the Mississippi River in the War of 1812. • SS.5.A.6.Pa.e : Recognize that different groups wanted the same land. Remarks/Examples Examples may include, but are notl imited to, nationalism, neutrality in trade, impressment, border forts.
SS.5.A.6.6 :	Explain how westward expansion affected Native Americans. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08

	Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.f : Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die. • SS.5.A.6.Su.f : Recognize that many Native Americans died or lost their homes due to westward expansion. • SS.5.A.6.Pa.f : Recognize that different groups wanted the same land. Remarks/Examples Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.
SS.5.A.6.7 :	Discuss the concept of Manifest Destiny. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.g : Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent. • SS.5.A.6.Su.g : Recognize that many Native Americans died or lost their homes due to westward expansion. • SS.5.A.6.Pa.g : Recognize that different groups wanted the same land.
SS.5.A.6.8 :	Describe the causes and effects of the Missouri Compromise. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.h : 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). • SS.5.A.6.Su.h : Recognize that people in the South could own slaves, but people in the North could not. • SS.5.A.6.Pa.h : Recognize that states had different ideas about slavery.

SS.5.A.6.9 :	Describe the hardships of settlers along the overland trails to the west. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth and Westward Expansion **Access Points:** • SS.5.A.6.In.i : Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation. • SS.5.A.6.Su.i : Recognize a hardship of settlers moving west, such as poor weather or bad trails. • SS.5.A.6.Pa.i : Recognize a method of travel used by settlers, such as a covered wagon. Remarks/Examples Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.

SS.5.C.1 Foundations of Government, Law, and the American Political System

SS.5.C.1.1 :	Explain how and why the United States government was created. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.5.C.1.In.a : Identify reasons for creating the United States government, such as to provide services and protection for citizens. • SS.5.C.1.Su.a : Recognize a reason for creating the United States government, such as to provide services or protection for citizens. • SS.5.C.1.Pa.a : Recognize that governments make laws to keep people safe.
SS.5.C.1.2 :	Define a constitution, and discuss its purposes. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.5.C.1.In.b : Recognize that a constitution is the foundation of the laws of a government.

	• SS.5.C.1.Su.b : Recognize that a constitution is a set of laws. • SS.5.C.1.Pa.b : Recognize that governments make laws to keep people safe.
SS.5.C.1.3 :	Explain the definition and origin of rights. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.5.C.1.In.c : Identify examples of natural rights, such as the right to life and freedom. • SS.5.C.1.Su.c : Recognize natural rights, such as the right to life and freedom. • SS.5.C.1.Pa.c : Recognize a right of people, such as freedom. Remarks/Examples Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
SS.5.C.1.4 :	Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.5.C.1.In.d : Identify that the Declaration of Independence included justification for America's independence. • SS.5.C.1.Su.d : Recognize that the Declaration of Independence included justification for America's independence. • SS.5.C.1.Pa.d : Recognize a right of people, such as freedom.
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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.5.C.1.In.e : Identify that the Bill of Rights was written to guarantee the individual rights of American citizens. • SS.5.C.1.Su.e : Recognize that the Bill of Rights lists the

	rights of individuals. • SS.5.C.1.Pa.e : Recognize a right of people, such as freedom.
SS.5.C.1.6 :	Compare Federalist and Anti-Federalist views of government. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.5.C.1.In.f : Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists. • SS.5.C.1.Su.f : Recognize that people have different views about the power of the United States government. • SS.5.C.1.Pa.f : Recognize that people have different points of view.

SS.5.C.2 Civic and Political Participation

SS.5.C.2.1 :	Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.5.C.2.In.a : Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution. • SS.5.C.2.Su.a : Recognize the point of view (political ideas) of Patriots during the American Revolution. • SS.5.C.2.Pa.a : Recognize that groups may have different points of view.
SS.5.C.2.2 :	Compare forms of political participation in the colonial period to today. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.5.C.2.In.b : Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests. • SS.5.C.2.Su.b : Recognize an example of political

	participation used today, such as voting or contacting representatives. • SS.5.C.2.Pa.b : Recognize that voting is a form of participation. Remarks/Examples Examples are who participated and how they participated.
SS.5.C.2.3 :	Analyze how the Constitution has expanded voting rights from our nation's early history to today. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.5.C.2.In.c : Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women. • SS.5.C.2.Su.c : Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past. • SS.5.C.2.Pa.c : Recognize that people can vote in America.
SS.5.C.2.4 :	Evaluate the importance of civic responsibilities in American democracy. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.5.C.2.In.d : Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes. • SS.5.C.2.Su.d : Identify civic responsibilities, such as voting, serving on a jury, and paying taxes. • SS.5.C.2.Pa.d : Recognize a way to be a responsible citizen, such as voting. Remarks/Examples Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.
SS.5.C.2.5 :	Identify ways good citizens go beyond basic civic and political

	responsibilities to improve government and society. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.5.C.2.In.e : Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues. • SS.5.C.2.Su.e : Recognize a way that a good citizen can become more active in government, such as by running for office. • SS.5.C.2.Pa.e : Recognize a way to be a responsible citizen, such as voting. Remarks/Examples Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.

SS.5.C.3 Structure and Functions of Government

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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.5.C.3.In.a : Recognize that the three branches of the United States government have separate powers. • SS.5.C.3.Su.a : Recognize the three branches of the United States government. • SS.5.C.3.Pa.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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government

	Access Points: • SS.5.C.3.In.b : Identify that the United States Constitution is based on the principle of the separation of powers. • SS.5.C.3.Su.b : Recognize that the United States Constitution specifies the powers of the branches of government. • SS.5.C.3.Pa.b : Recognize the United States has a government.
SS.5.C.3.3 :	Give examples of powers granted to the federal government and those reserved for the states. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.5.C.3.In.c : Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools. • SS.5.C.3.Su.c : Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools. • SS.5.C.3.Pa.c : Recognize that government provides services, such as coining money or creating schools. Remarks/Examples Examples are coining money, declaring war, creating public schools, making traffic laws.
SS.5.C.3.4 :	Describe the amendment process as defined in Article V of the Constitution and give examples. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.5.C.3.In.d : Recognize that a change to the Constitution (amendment) is created by following specific steps. • SS.5.C.3.Su.d : Recognize that a change to the law is an amendment. • SS.5.C.3.Pa.d : Recognize that a law can be changed. Remarks/Examples

	Examples are the Bill of Rights and 26th Amendment.
SS.5.C.3.5 :	Identify the fundamental rights of all citizens as enumerated in the Bill of Rights. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.5.C.3.In.e : Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly. • SS.5.C.3.Su.e : Recognize a right granted in the Bill of Rights, such as freedom of speech or religion. • SS.5.C.3.Pa.e : 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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.5.C.3.In.f : Identify the role of the courts in the American legal system in settling conflicts. • SS.5.C.3.Su.f : Recognize that a court settles conflicts between people. • SS.5.C.3.Pa.f : Recognize that conflicts can be settled.

SS.5.E.1 Market Economy

SS.5.E.1.1 :	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Market Economy **Access Points:** • SS.5.E.1.In.a : Identify examples of how people traded with each other in North America from pre-Columbian times to 1850. • SS.5.E.1.Su.a : Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850. • SS.5.E.1.Pa.a : Recognize that people trade goods and

	services. Remarks/Examples Examples are Triangular Trade and tobacco.
SS.5.E.1.2 :	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Market Economy **Access Points:** • SS.5.E.1.In.b : Identify a characteristic of a market economy, such as available resources, demand, or available labor. • SS.5.E.1.Su.b : Recognize that people produce goods that others want to buy (market economy). • SS.5.E.1.Pa.b : Recognize that people trade goods and services.
SS.5.E.1.3 :	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Market Economy **Access Points:** • SS.5.E.1.In.c : Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin. • SS.5.E.1.Su.c : Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin. • SS.5.E.1.Pa.c : Identify an invention that helps people, such as a stove. Remarks/Examples Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

SS.5.E.2 The International Economy

SS.5.E.2.1 :	Recognize the positive and negative effects of voluntary trade

	among Native Americans, European explorers, and colonists. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The International Economy **Access Points:** • SS.5.E.2.In.a : Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. • SS.5.E.2.Su.a : Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns. • SS.5.E.2.Pa.a : Recognize that people can trade voluntarily.

SS.5.G.1 The World in Spatial Terms

SS.5.G.1.1 :	Interpret current and historical information using a variety of geographic tools. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.5.G.1.In.a : Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images. • SS.5.G.1.Su.a : Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image. • SS.5.G.1.Pa.a : Recognize information using a selected geographic tool. Remarks/Examples Examples are maps, globes, Geographic Information Systems (GIS).
SS.5.G.1.2 :	Use latitude and longitude to locate places. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.5.G.1.In.b : Use a coordinate grid on a map to locate places.

	• SS.5.G.1.Su.b : Use a simple coordinate grid on a drawing to locate features. • SS.5.G.1.Pa.b : Recognize information using a selected geographic tool.
SS.5.G.1.3 :	Identify major United States physical features on a map of North America. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.5.G.1.In.c : Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee. • SS.5.G.1.Su.c : Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee. • SS.5.G.1.Pa.c : Recognize a selected physical feature on a pictorial map of the United States. Remarks/Examples Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.
SS.5.G.1.4 :	Construct maps, charts, and graphs to display geographic information. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.5.G.1.In.d : Select the format (map, chart, or graph) and display geographic information. • SS.5.G.1.Su.d : Complete a map, chart, or graph to display geographic information. • SS.5.G.1.Pa.d : Complete a pictorial map using pictures or symbols for designated areas.
SS.5.G.1.5 :	Identify and locate the original thirteen colonies on a map of North America.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.5.G.1.In.e : Recognize selected colonies of the original 13 colonies on a map of the United States. • SS.5.G.1.Su.e : Recognize an original colony on a map of the United States. • SS.5.G.1.Pa.e : Recognize a map of North America.
SS.5.G.1.6 :	Locate and identify states, capitals, and United States Territories on a map. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.5.G.1.In.f : Recognize selected states, capitals, and a United States Territory on a map. • SS.5.G.1.Su.f : Recognize selected states and their capitals on a map. • SS.5.G.1.Pa.f : Recognize that the United States is made up of different states.

SS.5.G.2 Places and Regions

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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.5.G.2.In.a : Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards. • SS.5.G.2.Su.a : Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards. • SS.5.G.2.Pa.a : Recognize a factor that causes a boundary to change.

SS.5.G.3 Environment and Society

SS.5.G.3.1 :	Describe the impact that past natural events have had on human and physical environments in the United States through 1850. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Environment and Society **Access Points:** • SS.5.G.3.In.a : Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. • SS.5.G.3.Su.a : Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown. • SS.5.G.3.Pa.a : Recognize a natural event that causes change. Remarks/Examples An example is the harsh winter in Jamestown.

SS.5.G.4 Uses of Geography

SS.5.G.4.1 :	Use geographic knowledge and skills when discussing current events. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Uses of Geography **Access Points:** • SS.5.G.4.In.a : Use geographic knowledge and skills to identify information about current events, such as reading maps and charts. • SS.5.G.4.Su.a : Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps. • SS.5.G.4.Pa.a : Use a geographic tool to recognize information about current events. Remarks/Examples Examples are recognizing patterns, mapping, graphing.
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.
Cognitive Complexity: N/A l Date Adopted or Revised: 12/08
Belongs to: Uses of Geography

Access Points:

- SS.5.G.4.In.b : Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.
- SS.5.G.4.Su.b : Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.
- SS.5.G.4.Pa.b : Use a geographic tool to recognize information about current events.

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.

	National Association for the Education of Young Children (NAEYC). (2009). *Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8.* Position Statement. Retrieved from http://www.naeyc.org/DAP Certification: ESE 6/PreK Disab E MNTL HNDCP @6/PreK Disab E EMTL HNDCP @6/PreK Disab E SPC LRN DS @6/PreK Disab E SPCH CORR @6/PreK Disab E SP LG IMPR 6/PreK Disab E VARYING EX @6/PreK Disab E HEAR IMPRD 6/PreK Disab E VISU IMPRD 6/PreK Disab E PHYS IMPRD @6/PreK Disab E E. CHILD ED !0/PreK Disab E PRIMARY ED @B/PreK Disab E PRESCH ED A PK PRIMARY H Elementary (K-6) K/PreK Disab E If contracted, in accordance with 6A-6.0361, FAC See Section 1 of the Florida Course Code Directory for specific information on exemptions to the endorsement.

Course: Therapeutic Instructional Support: PK-5- 7700010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3391.aspx

BASIC INFORMATION

Course Title:	Therapeutic Instructional Support: PK-5
Course Number:	7700010
Course Abbreviated Title:	THRP INSTR SPT: PK-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Non-Credit
Status:	Draft - Board Approval Pending
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.
Verion 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.

Course: Art: K-5- 7701010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4985.aspx

BASIC INFORMATION

Course Title:	Art: K-5
Course Number:	7701010
Course Abbreviated Title:	ART: K-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (200)

GRADE: K

Big Idea: CRITICAL THINKING AND REFLECTION

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.C.1.Pa.a Attend to images and media for artwork.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.C.2.Pa.a Attend to images and media for artwork.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.S.3.Pa.a Attend to a variety of visual art media.

Big Idea: ORGANIZATIONAL STRUCTURE

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.O.1.Pa.a Attend to a variety of visual art.

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a

foundation and departure point for creativity.

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.O.2.Pa.a Attend to images for artwork.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.O.3.Pa.a Attend to basic structural elements of art.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.K.H.1.Pa.a Attend to visual art in activities and environments.
VA.K.H.1.Pa.b Attend respectfully to the artwork of others.

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

BENCHMARK CODE BENCHMARK
VA.K.H.2.1 Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2 Explore everyday objects that have been designed and created by artists.
VA.K.H.2.3 Describe where artwork is displayed in school or other places.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.K.H.2.In.a Respond to the visual art of diverse cultures and historical periods.
VA.K.H.2.In.b Explore visual art in common activities and environments.

Supported
VA.K.H.2.Su.a Explore the visual art of diverse cultures and historical periods.
VA.K.H.2.Su.b Attend to visual art in common activities and environments.

Participatory
VA.K.H.2.Pa.a Attend to visual art in activities and environments.
VA.K.H.2.Pa.b Attend to a variety of visual art.

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

BENCHMARK CODE BENCHMARK
VA.K.H.3.1 Express ideas related to non-art content areas through personal artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.K.H.3.In.a Explore different representations of familiar themes in visual art.

Supported
VA.K.H.3.Su.a Respond to visual art representations of familiar themes.

Participatory
VA.K.H.3.Pa.a Attend to visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

BENCHMARK CODE BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.K.F.2.1 Describe where art ideas or products can be found in stores.

Access Point for Students with Significant Cognitive Disabilities

Independent

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.K.F.3.1 Create artwork that communicates an awareness of self as part of the community.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.K.F.3.In.a Use a variety of visual art media to create artwork that communicates awareness of self.

Supported
VA.K.F.3.Su.a Explore a variety of visual art media.

Participatory
VA.K.F.3.Pa.a Attend to a variety of visual art media.

GRADE: 1

Big Idea: CRITICAL THINKING AND REFLECTION

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
VA.1.C.3.Su.a Respond to selected vocabulary common to art and other contexts.
VA.1.C.3.Su.b Recognize the function of selected artworks or utilitarian objects.

Participatory
VA.1.C.3.Pa.a Attend to selected vocabulary common to art and other contexts.
VA.1.C.3.Pa.b Explore selected artworks and utilitarian objects.

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

BENCHMARK CODE BENCHMARK
VA.1.S.1.1 Experiment with art processes and media to express ideas.
VA.1.S.1.2 Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
VA.1.S.1.3 Create works of art to tell a personal story.
VA.1.S.1.4 Use accurate art vocabulary to communicate ideas about art.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.1.S.1.In.a Use a variety of visual art processes and media to express ideas.
VA.1.S.1.In.b Create works of art to document self-perception.
VA.1.S.1.In.c Use selected art vocabulary to communicate about art.

Supported
VA.1.S.1.Su.a Explore the use of visual art processes and media.
VA.1.S.1.Su.b Respond to selected art vocabulary.

Participatory
VA.1.S.1.Pa.a Explore visual art media.
VA.1.S.1.Pa.b Attend to selected art vocabulary.

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

BENCHMARK CODE BENCHMARK
VA.1.S.2.1 Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2 Describe the steps used in art production.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.1.S.2.In.a Use a variety of visual art tools and media.

Supported
VA.1.S.2.Su.a Explore the use of visual art tools and media.

Participatory

VA.1.S.2.Pa.a Explore visual art media.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.1.S.3.Pa.a Explore visual art media.

Big Idea: ORGANIZATIONAL STRUCTURE

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.1.O.1.Pa.a Explore a variety of visual art.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.1.O.2.Pa.a Attend to images and symbols representing self and environment.

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

BENCHMARK CODE BENCHMARK
VA.1.O.3.1 Use personal symbols in artwork to document surroundings and community.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.1.O.3.In.a Create works of art to document self-perception.

Supported
VA.1.O.3.Su.a Explore basic tools and media.

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

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

BENCHMARK CODE BENCHMARK
VA.1.H.1.1 Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.2 Discuss suitable behavior expected of audience members.
VA.1.H.1.3 Describe ways in which artists use their work to share knowledge and life

experiences.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.1.H.1.In.a Recognize that visual art communicates information.
VA.1.H.1.In.b Follow directions for suitable behavior in an art audience.

Supported
VA.1.H.1.Su.a Respond to visual art from selected cultures and places.
VA.1.H.1.Su.b Respond respectfully to the artwork of others.

Participatory
VA.1.H.1.Pa.a Explore a variety of visual art.
VA.1.H.1.Pa.b Attend respectfully to the artwork of others.

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

BENCHMARK CODE BENCHMARK
VA.1.H.2.1 Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.2 Identify objects of art that are used every day for utilitarian purposes.
VA.1.H.2.3 Identify places in which artworks may be viewed by others.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.1.H.3.1 Identify connections between visual art and other content areas.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

BENCHMARK CODE BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.1.F.1.In.a Re-create familiar shapes and forms.
VA.1.F.1.In.b Contribute to collaborative tasks related to visual art.

Supported
VA.1.F.1.Su.a Match basic shapes.
VA.1.F.1.Su.b Explore tasks related to visual art.

Participatory
VA.1.F.1.Pa.a Explore basic shapes.
VA.1.F.1.Pa.b Attend to tasks related to visual art.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.1.F.2.Pa.a Explore sensory stimulation related to visual art in the environment.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

GRADE: 2

Big Idea: CRITICAL THINKING AND REFLECTION

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

BENCHMARK CODE BENCHMARK
VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.C.1.In.a Use various media or techniques to communicate personal interests and self-expression.

VA.2.C.1.In.b Identify various possible meanings in works of art.

Supported
VA.2.C.1.Su.a Explore various media or techniques to communicate personal interests and self-expression.
VA.2.C.1.Su.b Recognize various features in works of art.

Participatory
VA.2.C.1.Pa.a Attend to various media or techniques used to create artwork.
VA.2.C.1.Pa.b Attend to various features in works of art.

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

BENCHMARK CODE BENCHMARK
VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives.
VA.2.C.2.2 Identify skillful techniques used in works by peers and others.
VA.2.C.2.3 Use suggestions from others to modify the structural elements of art.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.C.2.In.a Use defined criteria to meet intended artistic objectives.
VA.2.C.2.In.b Explore the use of skillful techniques in works by peers and others.

Supported
VA.2.C.2.Su.a Use a teacher-selected criterion to meet intended artistic objectives.
VA.2.C.2.Su.b Explore the use of basic techniques in works by peers and others.

Participatory
VA.2.C.2.Pa.a Explore various media or techniques used to create artwork.
VA.2.C.2.Pa.b Attend to basic techniques in works by peers and others.
VA.2.C.2.Pa.c Explore various structural elements of art.

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

BENCHMARK CODE BENCHMARK
VA.2.C.3.1 Use accurate art vocabulary to identify connections among visual art and other contexts. VA.2.C.3.2 Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

BENCHMARK CODE BENCHMARK
VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes.
VA.2.S.1.2 Use diverse resources to inspire expression of personal ideas and experiences in works of art.
VA.2.S.1.3 Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4 Use accurate art vocabulary to discuss art.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.2.S.2.1 Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2 Follow sequential procedures focused on art production.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.
VA.2.S.3.2 Demonstrate growth in craftsmanship through purposeful practice.
VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4 Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.S.3.In.a Practice skills and techniques to create with two- and three-dimensional media.
VA.2.S.3.In.b Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
VA.2.S.3.In.c Identify artwork that belongs to others and represents their ideas.

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

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

Big Idea: ORGANIZATIONAL STRUCTURE

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

BENCHMARK CODE BENCHMARK
VA.2.O.1.1 Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.2.O.2.1 Use personal experience to convey meaning or purpose in creating artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.O.2.In.a Generate ideas and images for artworks based on personal experience.

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

Participatory
VA.2.O.2.Pa.a Explore images and symbols representing self and environment.

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

BENCHMARK CODE BENCHMARK
VA.2.O.3.1 Create personally meaningful works of art to document and explain ideas about local and global communities.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.O.3.In.a Create works of art to document experiences of self and community.

Supported
VA.2.O.3.Su.a Recognize and use structural elements of visual art.

Participatory
VA.2.O.3.Pa.a Recognize a structural element of art.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

BENCHMARK CODE BENCHMARK
VA.2.H.1.1 Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.H.1.In.a Recognize similar themes in visual art from a variety of cultures and times.
VA.2.H.1.In.b Practice specified procedures and audience etiquette.

Supported
VA.2.H.1.Su.a Recognize that visual art communicates information about culture or times.
VA.2.H.1.Su.b Imitate a specified element of audience etiquette to respond to artworks.

Participatory
VA.2.H.1.Pa.a Explore visual art from a variety of cultures and times.
VA.2.H.1.Pa.b Respond to artwork.

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

BENCHMARK CODE BENCHMARK
VA.2.H.2.1 Identify differences or similarities in artworks across time and culture.
VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills.
VA.2.H.2.3 Identify the physical features or characteristics of artworks displayed in the community.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.H.2.In.a Recognize differences or similarities in artworks across time and culture.
VA.2.H.2.In.b Identify the use of visual art in daily life.

Supported
VA.2.H.2.Su.a Respond to the visual art of diverse cultures and historical periods.
VA.2.H.2.Su.b Connect visual art examples with their function.

Participatory
VA.2.H.2.Pa.a Explore the visual art of diverse cultures and historical periods.
VA.2.H.2.Pa.b Associate a visual art example with its function.

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

BENCHMARK CODE BENCHMARK
VA.2.H.3.1 Describe connections made between creating with art ideas and creating with information from other content areas.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.2.H.3.In.a Recognize the use of pattern, line, and form found in visual art with other teacher-selected contexts.

Supported
VA.2.H.3.Su.a Explore the use of pattern, line, and form found in visual art with other teacher-selected contexts.

Participatory
VA.2.H.3.Pa.a Explore the use of patterns, line, or form in visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

BENCHMARK CODE BENCHMARK
VA.2.F.1.1 Use imagination to create unique artwork incorporating personal ideas and selected media.
VA.2.F.1.2 Explore the advantages of having multiple solutions to solve an artistic problem.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

VA.2.F.3.Su.b Contribute to collaborative tasks related to visual art.

Participatory
VA.2.F.3.Pa.a Respond to visual art in the environment.
VA.2.F.3.Pa.b Explore tasks related to visual art.

GRADE: 3

Big Idea: CRITICAL THINKING AND REFLECTION

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.3.C.3.1 Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.
VA.3.C.3.2 Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3 Explain the similarities and differences between artworks and utilitarian objects.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.3.S.1.Pa.a Explore the use of visual art tools and media.

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

BENCHMARK CODE BENCHMARK
VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2 Follow procedures, focusing on the art-making process.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three

dimensional artworks.
VA.3.S.3.2 Develop craftsmanship skills through repeated practice.
VA.3.S.3.3 Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4 Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.S.3.In.a Develop two- and three-dimensional skills by using various tools, media, techniques, and processes to create art.
VA.3.S.3.In.b Demonstrate safety procedures for using art tools and materials.
VA.3.S.3.In.c Recognize the difference between one's own ideas and those of others.

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

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

Big Idea: ORGANIZATIONAL STRUCTURE

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.O.2.In.a Create imagery and symbols to express thoughts and feelings.

Supported
VA.3.O.2.Su.a Generate ideas and images for artwork that communicate personal experience.

Participatory
VA.3.O.2.Pa.a Explore images representing personal experience.

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

BENCHMARK CODE BENCHMARK
VA.3.O.3.1 Use symbols, visual language, and/or written language to document self or others.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.O.3.In.a Use personal symbols in artwork to document surroundings and community.

Supported
VA.3.O.3.Su.a Create works of art to document self-perception.

Participatory
VA.3.O.3.Pa.a Explore basic tools and media.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

BENCHMARK CODE BENCHMARK
VA.3.H.1.1 Describe cultural similarities and differences in works of art.
VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3 Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.H.1.In.a Identify common characteristics in works of art from selected cultures and times.
VA.3.H.1.In.b Identify reasons for respecting the work of others.

Supported
VA.3.H.1.Su.a Recognize common characteristics in works of art from selected cultures and times.
VA.3.H.1.Su.b Follow directions for suitable behavior in an art audience.

Participatory
VA.3.H.1.Pa.a Recognize a common characteristic in selected works of art.
VA.3.H.1.Pa.b Respond respectfully to the artwork of others.

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

BENCHMARK CODE BENCHMARK
VA.3.H.2.1 Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.H.2.In.a Identify common characteristics in artworks across time and culture.
VA.3.H.2.In.b Identify common uses of visual art.

Supported
VA.3.H.2.Su.a Recognize common characteristics in artworks across time and culture.
VA.3.H.2.Su.b Recognize the function of visual art in a variety of activities and environments.

Participatory
VA.3.H.2.Pa.a Recognize a common characteristic in selected artworks.
VA.3.H.2.Pa.b Recognize a function of visual art in activities or environments.

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

BENCHMARK CODE BENCHMARK
VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.H.3.In.a Connect the use of pattern, line, and form found in visual art with other teachers elected contexts.

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

Participatory
VA.3.H.3.Pa.a Recognize a pattern in visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

BENCHMARK CODE BENCHMARK
VA.3.F.1.1 Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
VA.3.F.1.2 Explore the effects and merits of different solutions to solve an artistic problem.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.3.F.3.1 Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2 Collaborate to complete a task in art.
VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.3.F.3.In.a Create, interpret, and respond to visual art using a variety of media.
VA.3.F.3.In.b Sequence two or more steps

Supported
VA.3.F.3.Su.a Create, interpret, or respond to visual art using a variety of media.
VA.3.F.3.Su.b Complete one or more steps

Participatory
VA.3.F.3.Pa.a Explore and use a variety of visual art media.
VA.3.F.3.Pa.b Contribute to individual or collaborative visual art projects.

GRADE: 4

Big Idea: CRITICAL THINKING AND REFLECTION

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK

VA.4.C.3.1 Use accurate art vocabulary when analyzing works of art.
VA.4.C.3.2 Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.
VA.4.C.3.3 Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.4.S.3.1 Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2 Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3 Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4 Discuss the importance of copyright law in regard to the creation and production of art.

Access Point for Students with Significant Cognitive Disabilities

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

create personal works.
VA.4.S.3.In.b Follow directions for safety procedures and explain their importance in the art room.
VA.4.S.3.In.c Recognize that plagiarism is illegal and applies to works of art.

Supported
VA.4.S.3.Su.a Practice skills and techniques to create with two- and three dimensional media.
VA.4.S.3.Su.b Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
VA.4.S.3.Su.c Identify artwork that belongs to others and represents their ideas.

Participatory
VA.4.S.3.Pa.a Manipulate selected two- and three-dimensional visual art tools and media.
VA.4.S.3.Pa.b Demonstrate the safe use of selected visual art tools and media.

Big Idea: ORGANIZATIONAL STRUCTURE

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.4.O.1.In.a Use the structural elements of art and organizational principles of design in personal works of art.
VA.4.O.1.In.b Recognize selected structural elements of art used to unite an artistic composition.

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

Participatory
VA.4.O.1.Pa.a Recognize structural elements of art.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
VA.4.O.2.Su.a Recognize and use selected structural elements of art and organizational principles of design to create and respond to artworks.

Participatory
VA.4.O.2.Pa.a Use a teacher selected structural element of art.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.4.O.3.Pa.a Recognize and use structural elements of art.

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.4.H.1.In.a Identify ideas important to people, groups, cultures, or time periods that are reflected in their artworks.
VA.4.H.1.In.b Identify and practice specified procedures and etiquette as part of an art audience.

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

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

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

BENCHMARK CODE BENCHMARK
VA.4.H.2.1 Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2 Identify differences between artworks and utilitarian objects.
VA.4.H.2.3 Identify reasons to display artwork in public places.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.4.H.2.In.a Identify structural elements of art and organizational principles of design to create and respond to artworks.
VA.4.H.2.In.b Identify the physical features or characteristics of artworks displayed in the community.

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

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

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

BENCHMARK CODE BENCHMARK
VA.4.H.3.1 Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.4.H.3.Pa.a Recognize patterns in visual art.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

BENCHMARK CODE BENCHMARK
VA.4.F.1.1 Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.
VA.4.F.1.2 Examine and apply creative solutions to solve an artistic problem.

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
VA.4.F.1.Pa.a Contribute to the creation of two- and three-dimensional works of art.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.4.F.3.1 Create art to promote awareness of school and/or community concerns.
VA.4.F.3.2 Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.3 Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.4.F.3.In.a Create, interpret, and respond to visual art that promotes awareness of school or community concerns.
VA.4.F.3.In.b Organize and execute individual or collaborative visual art projects having three or more steps.

Supported
VA.4.F.3.Su.a Create, interpret, or respond to visual art that promotes awareness of school or community concerns.
VA.4.F.3.Su.b Sequence two or more components related to individual or collaborative visual art projects.

Participatory
VA.4.F.3.Pa.a Contribute or respond to visual art that promotes awareness of school or community concerns.
VA.4.F.3.Pa.b Contribute to a variety of collaborative tasks related to visual art.

GRADE: 5

Big Idea: CRITICAL THINKING AND REFLECTION

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

BENCHMARK CODE BENCHMARK
VA.5.C.1.1 Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2 Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3 Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

BENCHMARK CODE BENCHMARK
VA.5.C.3.1 Use the structural elements of art and organizational principles of design when engaged in art criticism.
VA.5.C.3.2 Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.
VA.5.C.3.3 Critique works of art to understand the content and make connections with other content areas.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.C.3.In.a Use defined criteria to compare the use of structural elements of art and organizational principles of design in works of art.

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

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

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

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

BENCHMARK CODE BENCHMARK
VA.5.S.1.1 Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork.
VA.5.S.1.2 Use media, technology, and other resources to inspire personal art-making decisions.
VA.5.S.1.3 Create artworks to depict personal, cultural, and/or historical themes.
VA.5.S.1.4 Use accurate art vocabulary to communicate about works of art and artistic and creative processes.

Access Point for Students with Significant Cognitive Disabilities

Independent

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.S.2.In.a Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.5.S.2.In.b Re-create visual art processes in given media.

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

Participatory
VA.5.S.2.Pa.a Use a variety of visual art tools and media.

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

BENCHMARK CODE BENCHMARK
VA.5.S.3.1 Use materials, tools, techniques, and processes to achieve expected results in two- and/or three dimensional artworks.
VA.5.S.3.2 Use craftsmanship and technical ability in personal works to show refinement of

skills over time.
VA.5.S.3.3 Use tools, media, techniques, and processes in a safe and responsible manner.
VA.5.S.3.4 Use ethical standards, including copyright laws, when producing works of art.

Access Point for Students with Significant Cognitive Disabilities

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

Supported
VA.5.S.3.Su.a Develop skills by using various tools, media, techniques, and processes to create two- and three-dimensional works of art.
VA.5.S.3.Su.b Demonstrate safety procedures.
VA.5.S.3.Su.c Recognize the difference between one's own ideas and those of others.

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

Big Idea: ORGANIZATIONAL STRUCTURE

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.O.1.In.a Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

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

Participatory
VA.5.O.1.Pa.a Explore the use of structural elements of art in personal artworks.

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

BENCHMARK CODE BENCHMARK
VA.5.O.2.1 Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.
VA.5.O.2.2 Use a variety of sources for ideas to resolve challenges in creating original works.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

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

BENCHMARK CODE BENCHMARK
VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2 Use suitable behavior as a member of an art audience.
VA.5.H.1.3 Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4 Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.H.2.In.a Identify similarities and differences in visual art produced across time and cultures.
VA.5.H.2.In.b Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.5.H.2.In.c Identify various venues in which artwork is on display for public viewing.

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

Participatory
VA.5.H.2.Pa.a Recognize similarities and differences in works of art.
VA.5.H.2.Pa.b Recognize the function of visual art in a variety of activities and environments.
VA.5.H.2.Pa.c Recognize a venue in which artwork is on display for public viewing.

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

BENCHMARK CODE BENCHMARK
VA.5.H.3.1 Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.H.3.In.a Apply a selected critical thinking process in visual art to a different curriculum or discipline.

Supported
VA.5.H.3.Su.a Apply a teacher-defined critical-thinking process in visual art to a different curriculum or discipline.

Participatory
VA.5.H.3.Pa.a Integrate a teacher defined pattern from visual art with a different curriculum or discipline.

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

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

BENCHMARK CODE BENCHMARK
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.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.F.1.In.a Explore traditional or non-traditional uses of media and techniques to create two- and three-dimensional artworks.
VA.5.F.1.In.b Explore the effects and merits of different solutions to solve an artistic problem.

Supported
VA.5.F.1.Su.a Combine art media to create two- and three-dimensional works of art.
VA.5.F.1.Su.b Create, interpret, and respond to visual art using a variety of media.

Participatory
VA.5.F.1.Pa.a Create visual art using a variety of media.
VA.5.F.1.Pa.b Create, interpret, or respond to visual art using a variety of media.

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

BENCHMARK CODE BENCHMARK
VA.5.F.2.1 Describe the knowledge and skills necessary for art-making and art-related careers.
VA.5.F.2.2 Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3 Discuss contributions that artists make to society.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.F.2.In.a Identify the skills, training, or prerequisites for two or more community opportunities in or related to visual art for employment or leisure.

Supported
VA.5.F.2.Su.a Recognize a prerequisite for two or more community opportunities in or related to visual art for employment or leisure.

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

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

BENCHMARK CODE BENCHMARK
VA.5.F.3.1 Create artwork to promote public awareness of community and/or global concerns.
VA.5.F.3.2 Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3 Work collaboratively with others to complete a task in art and show leadership skills.
VA.5.F.3.4 Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

Access Point for Students with Significant Cognitive Disabilities

Independent
VA.5.F.3.In.a Create, interpret, and respond to visual art that promotes awareness of community and/or global concerns.
VA.5.F.3.In.b Prioritize and complete tasks related to individual or collaborative visual art projects.

Supported
VA.5.F.3.Su.a Create, interpret, or respond to visual art that promotes awareness of community and/or global concerns.
VA.5.F.3.Su.b Sequence two or more steps related to individual or collaborative visual art projects.

Participatory
VA.5.F.3.Pa.a Contribute or respond to visual art that promotes awareness of community and/or global concerns.
VA.5.F.3.Pa.b Complete one or more steps related to individual or collaborative visual art projects.

VA.K.C.1.1:	Create and share personal works of art with others.
VA.K.C.2.1:	Describe personal choices made in the creation of artwork.
VA.K.C.2.2:	Identify media used by self or peers.
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.
VA.K.F.3.1:	Create artwork that communicates an awareness of self as part of the community.
VA.K.H.1.1:	Describe art from selected cultures and places.
VA.K.H.1.2:	Follow directions for suitable behavior in an art audience.
VA.K.H.1.3:	Explain how art-making can help people express ideas and feelings.
VA.K.H.2.1:	Compare selected artworks from various cultures to find differences and similarities.
VA.K.H.2.2:	Explore everyday objects that have been designed and created by artists. Remarks/Examples e.g., artwork, utilitarian objects

VA.K.H.2.3:	Describe where artwork is displayed in school or other places.
VA.K.H.3.1:	Express ideas related to non-art content areas through personal artworks. Remarks/Examples e.g., based on classroom learning activities: a story, thematic unit, important people, geometric shapes, animal characteristics
VA.K.O.1.1:	Explore the placement of the structural elements of art in personal works of art.
VA.K.O.2.1:	Generate ideas and images for artworks based on memory, imagination, and experiences.
VA.K.O.3.1:	Create works of art to document experiences of self and community.
VA.K.S.1.1:	Explore art processes and media to produce artworks. Remarks/Examples e.g., stamp, glue, form, tear, cut, fold; chalk, crayon, marker, pencil, watercolor, tempera, fingerpaint
VA.K.S.1.2:	Produce artwork influenced by personal decisions and ideas.
VA.K.S.3.1:	Develop artistic skills through the repeated use of tools, processes, and media. Remarks/Examples e.g., media-specific techniques, eye-hand coordination, fine-motor skills
VA.K.S.3.2:	Practice skills to develop craftsmanship.
VA.K.S.3.3:	Handle art tools and media safely in the art room.
VA.1.C.1.1:	Create and discuss works of art that convey personal interests.
VA.1.C.1.2:	Gather clues to help interpret and reflect on works of art.
VA.1.C.2.1:	Describe visual imagery used to complete artwork.
VA.1.C.2.2:	Use various media or techniques to learn how changes affect the completed artwork.
VA.1.C.3.1:	Identify vocabulary that is used in both visual art and other contexts.

	Remarks/Examples e.g., pattern: art, math, science; texture: art, science; main idea: art, music, language arts; shape: art, math, science
VA.1.C.3.2:	Distinguish between artwork, utilitarian objects, and objects from nature.
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.
VA.1.F.3.1:	Describe the use of art to share community information.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. Remarks/Examples e.g., set-up, clean-up, use of materials
VA.1.H.1.1:	Discuss how different works of art communicate information about a particular culture.
VA.1.H.1.2:	Discuss suitable behavior expected of audience members. Remarks/Examples e.g., museum visits, artist presentations, school programs, assemblies
VA.1.H.1.3:	Describe ways in which artists use their work to share knowledge and life experiences.
VA.1.H.2.1:	Compare artworks from different cultures, created over time, to identify differences in style and media.
VA.1.H.2.2:	Identify objects of art that are used every day for utilitarian purposes. Remarks/Examples e.g., plates, clothing, teapots
VA.1.H.2.3:	Identify places in which artworks may be viewed by others. Remarks/Examples

	e.g., museums, schools, businesses
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
VA.1.O.1.1:	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.1.O.2.1:	Create imagery and symbols to express thoughts and feelings.
VA.1.O.3.1:	Use personal symbols in artwork to document surroundings and community.
VA.1.S.1.1:	Experiment with art processes and media to express ideas. Remarks/Examples e.g., brush: type, pressure; monoprint; stitch; weave; oil pastel; sculpture: additive, subtractive
VA.1.S.1.2:	Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. Remarks/Examples e.g., media-specific techniques
VA.1.S.1.3:	Create works of art to tell a personal story.
VA.1.S.1.4:	Use accurate art vocabulary to communicate ideas about art.
VA.1.S.2.1:	Practice correct use of tools with various art media, techniques, and processes.
VA.1.S.2.2:	Describe the steps used in art production.
VA.1.S.3.1:	Practice skills and techniques to create with two- and/or three-dimensional media. Remarks/Examples e.g., eye-hand coordination, fine-motor skills
VA.1.S.3.2:	Discuss the qualities of good craftsmanship.

VA.1.S.3.3:	Demonstrate safety procedures for using art tools and materials.
VA.1.S.3.4:	Identify and be respectful of artwork that belongs to others and represents their ideas. Remarks/Examples e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy
VA.2.C.1.1:	Use the art-making process to communicate personal interests and self-expression.
VA.2.C.1.2:	Reflect on and discuss various possible meanings in works of art.
VA.2.C.2.1:	Use appropriate decision-making skills to meet intended artistic objectives.
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
VA.2.C.2.3:	Use suggestions from others to modify the structural elements of art.
VA.2.C.3.1:	Use accurate art vocabulary to identify connections among visual art and other contexts.
VA.2.C.3.2:	Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
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.
VA.2.F.2.1:	Identify work created by artists and designers. Remarks/Examples e.g., identified via description, sketching, painting, taking a picture; works: photographs, portraiture, landscaping, cartoon characters
VA.2.F.3.1:	Describe the use of art to promote events within the school or community.
VA.2.F.3.2:	Work with peers to complete a task in art.

VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.
VA.2.H.1.1:	Identify examples in which artists have created works based on cultural and life experiences.
VA.2.H.1.2:	Distinguish between appropriate and inappropriate audience behavior.
VA.2.H.2.1:	Identify differences or similarities in artworks across time and culture.
VA.2.H.2.2:	Identify objects from everyday life that have been designed and created using artistic skills. Remarks/Examples e.g., birthday cards, perfume bottles, personal electronic devices, cars, cereal box designs, buildings
VA.2.H.2.3:	Identify the physical features or characteristics of artworks displayed in the community.
VA.2.H.3.1:	Describe connections made between creating with art ideas and creating with information from other content areas. Remarks/Examples e.g., shapes and math, color mixing and science
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.
VA.2.O.2.1:	Use personal experience to convey meaning or purpose in creating artworks.
VA.2.O.3.1:	Create personally meaningful works of art to document and explain ideas about local and global communities.
VA.2.S.1.1:	Experiment with tools and techniques as part of art-making processes. Remarks/Examples e.g., brush for details, fiber, series of prints, mixed media, clay
VA.2.S.1.2:	Use diverse resources to inspire expression of personal ideas and experiences in works of art.

Course: 7710012 Access Language Arts - Grade 1-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4987.aspx

BASIC INFORMATION

Course Title:	Access Language Arts - Grade 1
Course Number:	7710012
Course Abbreviated Title:	ACCESS LANG ART - 1
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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 **Subject Relevance:** The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities. The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are "worth a thousand words" to tell a story or share an experience.

In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life's typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

Access Language Arts - Grade One
Major Concepts/Content: The content is intended to develop or expand the student's understanding of:

- The reading process
- Literary analysis
- The writing process

	• Writing applications • Communication • Information and media literacy

RELATED ACCESS POINTS: Independent(68) Supported(60) Participatory(47) Core Content Connector(0)

LA.1.1.1.1 :	The student will locate the title, table of contents, names of author and illustrator, glossary, and index; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.1.1.1.In.a:** Locate the title of a book. • **LA.1.1.1.In.b:** Identify print, not a picture, as carrying the message or story. • **LA.1.1.1.In.c:** Match print to speech. • **LA.1.1.1.Su.b:** Identify familiar books by their covers. • **LA.1.1.1.Su.c:** Turn pages front to back. • **LA.1.1.1.Pa.b:** Recognize if a book is upside down or backwards. • **LA.1.1.1.Pa.c:** Respond to the book cover or illustrations in a familiar story.
LA.1.1.1.2 :	The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.1.1.1.In.d:** Distinguish letters from words. • **LA.1.1.1.In.e:** Identify where to begin reading and move from top to bottom and left to right. • **LA.1.1.1.In.f:** Name 15 or more upper case and lower case letters of the alphabet. • **LA.1.1.1.Su.a:** Recognize that sentences are made of separate

	words. • **LA.1.1.1.Su.d:** Name ?ve or more letters of the alphabet and identify whether a letter is upper or lower case. • **LA.1.1.1.Pa.a:** Attend to print materials by touching, looking, or listening.
LA.1.1.3.1 :	The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.1.1.3.In.a:** Identify, blend, and segment syllables and onset and rime in words. • **LA.1.1.3.Su.c:** Identify whether words and environmental sounds are the same or different. • **LA.1.1.3.Pa.a:** Imitate sounds or rhythm in familiar songs or rhymes. • **LA.1.1.3.Pa.b:** Respond to environmental sounds.
LA.1.1.3.2 :	The student will blend three to five phonemes to form words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.1.1.3.In.b:** Recognize and produce words that rhyme. • **LA.1.1.3.Su.a:** Identify words that rhyme. • **LA.1.1.3.Pa.c:** Associate particular sounds with familiar stories, songs rhymes.
LA.1.1.3.3 :	The student will segment single syllable words into individual phonemes; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.1.1.3.In.c:** Identify the initial sound in one-syllable words. • **LA.1.1.3.Su.b:** Segment auditory sentences into individual words.

	• **LA.1.1.3.Pa.d:** Respond to spoken words in familiar stories, songs, and rhymes.
LA.1.1.3.4 :	The student will manipulate individual phonemes to create new words through addition, deletion, and substitution. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.1.1.3.In.d:** Identify and blend phonemes in selected VC and CVC words. • **LA.1.1.3.Su.b:** Segment auditory sentences into individual words. • **LA.1.1.3.Pa.d:** Respond to spoken words in familiar stories, songs, and rhymes.
LA.1.1.4.1 :	The student will generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blend those sounds into words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.a:** Produce the most common sounds associated with ten or more letters. • **LA.1.1.4.Su.a:** Recognize that print represents spoken words. • **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.2 :	The student will identify the sounds of vowels and consonant digraphs in printed words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.a:** Produce the most common sounds associated with ten or more letters. • **LA.1.1.4.Su.a:** Recognize that print represents spoken words.

	• **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.3 :	The student will decode words with r-controlled letter-sound associations; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.b:** Identify the first letter and sound in one-syllable words. • **LA.1.1.4.Su.d:** Identify the initial sound in own ?rst name and familiar words. • **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.4 :	The student will decode words from common word families; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.a:** Produce the most common sounds associated with ten or more letters. • **LA.1.1.4.Su.d:** Identify the initial sound in own ?rst name and familiar words. • **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.5 :	The student will recognize high frequency words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.b:** Identify the first letter and sound in one-syllable words. • **LA.1.1.4.Su.c:** Identify own ?rst name in print.

	• **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.6 :	The student will identify common, irregular words, compound words, and contractions; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.b:** Identify the first letter and sound in one-syllable words. • **LA.1.1.4.Su.b:** Identify informational logos and symbols with words in the environment. • **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.7 :	The student will decode base words and inflectional endings; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.c:** Blend sounds to decode VC and CVC words. • **LA.1.1.4.Su.d:** Identify the initial sound in own ?rst name and familiar words. • **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.4.8 :	The student will use self-correction when subsequent reading indicates an earlier misreading. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.1.1.4.In.c:** Blend sounds to decode VC and CVC words. • **LA.1.1.4.Su.d:** Identify the initial sound in own ?rst name and familiar words.

	• **LA.1.1.4.Pa.a:** Respond to familiar spoken words, gestures/signs, referent objects, or pictures used as prompts or cues in routines.
LA.1.1.5.1 :	The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.1.1.5.In.a:** Name ten or more letters and produce their sounds. • **LA.1.1.5.Su.a:** Name five or more letters. • **LA.1.1.5.Pa.a:** Respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines.
LA.1.1.5.2 :	The student will recognize high frequency and familiar words in isolation and in context; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.1.1.5.In.b:** Read two or more words. • **LA.1.1.5.Su.a:** Name five or more letters. • **LA.1.1.5.Pa.a:** Respond consistently to a familiar person, object, gesture/sign, or photograph in familiar stories, songs, rhymes, and routines.
LA.1.1.5.3 :	The student will adjust reading rate based on purpose, text difficulty, form, and style. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.1.1.5.In.b:** Read two or more words. • **LA.1.1.5.Su.a:** Name five or more letters. • **LA.1.1.5.Pa.b:** Request continuation of a familiar story, song,

	or rhyme when it has been interrupted.
LA.1.1.6.1 :	The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.a:** Use new vocabulary that is introduced and taught directly. • **LA.1.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.1.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly. Remarks/Examples SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.
LA.1.1.6.10 :	The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.f:** Use pictures and symbols to identify meaning of unknown words. • **LA.1.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.1.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.1.1.6.2 :	The student will listen to, read, and discuss both familiar and conceptually challenging text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:**

	• **LA.1.1.6.In.b:** Listen to and talk about stories. • **LA.1.1.6.Su.b:** Listen to and interact with stories. • **LA.1.1.6.Pa.b:** Listen and respond to familiar stories.
LA.1.1.6.3 :	The student will use context clues; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.c:** Identify and describe pictures of persons, objects, actions, and settings in familiar activities. • **LA.1.1.6.Su.c:** Identify pictures of persons, objects, actions, and settings in familiar activities. • **LA.1.1.6.Pa.d:** Match familiar objects to tasks in routines.
LA.1.1.6.4 :	The student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.d:** Sort common objects into categories. • **LA.1.1.6.Su.d:** Use pictures to identify meaning of unknown symbols and words. • **LA.1.1.6.Pa.d:** Match familiar objects to tasks in routines. Remarks/Examples SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.
LA.1.1.6.5 :	The student will relate new vocabulary to prior knowledge; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.e:** Relate new vocabulary to familiar words. • **LA.1.1.6.Su.a:** Use new vocabulary that is introduced and taught directly.

	• **LA.1.1.6.Pa.c:** Respond to names of familiar persons and objects in routines.
LA.1.1.6.6 :	The student will identify and sort common words into conceptual categories; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.d:** Sort common objects into categories. • **LA.1.1.6.Su.d:** Use pictures to identify meaning of unknown symbols and words. • **LA.1.1.6.Pa.d:** Match familiar objects to tasks in routines.
LA.1.1.6.7 :	The student will identify common antonyms and synonyms; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.d:** Sort common objects into categories. • **LA.1.1.6.Su.d:** Use pictures to identify meaning of unknown symbols and words. • **LA.1.1.6.Pa.d:** Match familiar objects to tasks in routines.
LA.1.1.6.8 :	The student will use meaning of individual words to predict meaning of unknown compound words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.f:** Use pictures and symbols to identify meaning of unknown words. • **LA.1.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.1.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.1.1.6.9 :	The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.1.1.6.In.f:** Use pictures and symbols to identify meaning of unknown words. • **LA.1.1.6.Su.d:** Use pictures to identify meaning of unknown symbols and words. • **LA.1.1.6.Pa.d:** Match familiar objects to tasks in routines.
LA.1.1.7.1 :	The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.a:** Make predictions about a story using text features (e.g., illustrations, title). • **LA.1.1.7.Su.a:** Identify familiar characters, objects, or settings pictured in read-aloud stories. • **LA.1.1.7.Pa.a:** Respond to characters or objects and sound effects in read-aloud stories.
LA.1.1.7.2 :	The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.a:** Make predictions about a story using text features (e.g., illustrations, title). • **LA.1.1.7.Su.b:** Identify details in familiar pictures and read-aloud text. • **LA.1.1.7.Pa.c:** Respond to events in familiar read-aloud stories.
LA.1.1.7.3 :	The student will retell the main idea or essential message; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.b:** Identify details in pictures and reading aloud text. • **LA.1.1.7.Su.b:** Identify details in familiar pictures and read-aloud text. • **LA.1.1.7.Pa.b:** Respond to a referent object or pictures used in routines.
LA.1.1.7.4 :	The student will identify supporting details; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.c:** Identify characters, objects, actions, events, and settings in familiar read-aloud stores and pictures. • **LA.1.1.7.Su.d:** Identify actions pictured in familiar read-aloud stories. • **LA.1.1.7.Pa.b:** Respond to a referent object or pictures used in routines.
LA.1.1.7.5 :	The student will distinguish fact from fiction and cause from effect; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.d:** Determine if a story could be real or make believe. • **LA.1.1.7.Su.c:** Distinguish between real and model objects. • **LA.1.1.7.Pa.c:** Respond to events in familiar read-aloud stories.
LA.1.1.7.6 :	The student will arrange events in sequence; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.b:** Identify details in pictures and reading aloud

	text. • **LA.1.1.7.Su.d:** Identify actions pictured in familiar read-aloud stories. • **LA.1.1.7.Pa.b:** Respond to a referent object or pictures used in routines.
LA.1.1.7.7 :	The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.e:** Identify similarities and differences between characters and actions in real-aloud stories. • **LA.1.1.7.Su.e:** Identify differences between characters in read-aloud stories. • **LA.1.1.7.Pa.b:** Respond to a referent object or pictures used in routines.
LA.1.1.7.8 :	The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.1.1.7.In.f:** Identify important details (e.g., who, what, where) that relate to the author's purpose in read-aloud stories. • **LA.1.1.7.Su.f:** Identify the author's purpose in read-aloud stories by answering literal yes/no questions about characters and settings. • **LA.1.1.7.Pa.d:** Seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activates with prompting.
LA.1.1.7.9 :	The student will self monitor comprehension and reread when necessary. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension

	Access Points: • **LA.1.1.7.In.g:** Use strategies to repair comprehension, including but not limited to connecting characters, objects, actions, and settings in read-aloud stories to life experiences. • **LA.1.1.7.Su.g:** Use strategies to repair comprehension, including but not limited to connecting characters and settings in read-aloud stories to life experiences. • **LA.1.1.7.Pa.d:** Seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activates with prompting.
LA.1.2.1.1 :	The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.1.2.1.In.a:** Identify various literary forms (e.g., picture books, poetry, fairy tales, predictable books). • **LA.1.2.1.Su.a:** Recognize familiar literary forms (e.g., picture books, poetry). • **LA.1.2.1.Pa.a:** Respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry).
LA.1.2.1.2 :	The student will retell the main events (e.g., beginning, middle, end) in a story; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.1.2.1.In.b:** Identify main events or actions of read in characters in familiar read-aloud stories. • **LA.1.2.1.Su.b:** Identify pictures of events in familiar read-aloud stories. • **LA.1.2.1.Pa.a:** Respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry).
LA.1.2.1.3 :	The student will identify the characters and settings in a story; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Fiction **Access Points:** • **LA.1.2.1.In.c:** Identify characters and settings in familiar read-aloud stories. • **LA.1.2.1.Su.c:** Identify characters pictured in familiar read-aloud stories. • **LA.1.2.1.Pa.a:** Respond to characters, actions, or events, in familiar literary forms (e.g., read-aloud stories, poetry).
LA.1.2.1.4 :	The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.1.2.1.In.d:** Identify rhyme, rhythm, and word patterns in read-aloud poetry and songs. • **LA.1.2.1.Su.d:** Imitate rhythm and rhyming words in read-aloud poetry and songs. • **LA.1.2.1.Pa.b:** Respond to rhythm and rhyme in familiar poetry or songs.
LA.1.2.1.5 :	The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.1.2.1.In.e:** Respond to read-aloud stories by contributing to a group discussion and identifying characters, actions objects, settings or events and connecting to life experiences. • **LA.1.2.1.Su.e:** Respond to read-aloud stories by contributing to a discussion and identifying familiar characters objects, events, or setting and connecting to life experiences. • **LA.1.2.1.Pa.c:** Use nonverbal expression or gestures/ signs, pictures, symbols, or words to respond to familiar read-aloud

	stories by identifying characters, objects, or events. Remarks/Examples SS.1.C.2.4 Show respect and kindness to people and animals.
LA.1.2.1.6 :	The student will select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.1.2.1.In.f:** Select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. • **LA.1.2.1.Su.f:** Select and listen to a variety of stories and poems, based on interest and teacher recommendations, to begin building a core base of knowledge. • **LA.1.2.1.Pa.d:** Select read-aloud stories, songs, and poems, based on interest and teacher recommendations, to begin building a core base of knowledge.
LA.1.2.2.1 :	The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.1.2.2.In.a:** Identify details in read-aloud informational text using text features (e.g., illustrations, signs). • **LA.1.2.2.Su.a:** Identify details in familiar pictures and read-aloud informational text. • **LA.1.2.2.Pa.a:** Recognize persons and objects associated with routines.
LA.1.2.2.2 :	The student will select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.1.2.2.In.b:** Select and listen to a variety of nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge. • **LA.1.2.2.Su.b:** Select and listen to a variety of nonfiction materials based on interest and teacher recommendations, to begin building a core base of knowledge. - • **LA.1.2.2.Pa.b:** Attend to read-aloud nonfiction materials, based on interest and teacher recommendations, to begin building a core base of knowledge.
LA.1.2.2.3 :	The student will organize information found in nonfiction text through charting, listing, mapping, or summarizing. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.1.2.2.In.a:** Identify details in read-aloud informational text using text features (e.g., illustrations, signs). • **LA.1.2.2.Su.a:** Identify details in familiar pictures and read-aloud informational text. • **LA.1.2.2.Pa.a:** Recognize persons and objects associated with routines.
LA.1.3.1.1 :	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.1.3.1.In.a:** Generate ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions. • **LA.1.3.1.Su.a:** Generate ideas for pictures that tell a story by selecting familiar persons or objects. • **LA.1.3.1.Pa.a:** Associate wants and needs with familiar

	persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).
LA.1.3.1.2 :	The student will prewrite by discussing the purpose for a writing piece; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.1.3.1.In.a:** Generate ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions. • **LA.1.3.1.Su.a:** Generate ideas for pictures that tell a story by selecting familiar persons or objects. • **LA.1.3.1.Pa.a:** Associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).
LA.1.3.1.3 :	The student will prewrite by organizing ideas using simple webs, maps, or lists. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.1.3.1.In.a:** Generate ideas for pictures that tell a story about familiar persons, objects, or events through viewing pictures or answering prompting questions. • **LA.1.3.1.Su.a:** Generate ideas for pictures that tell a story by selecting familiar persons or objects. • **LA.1.3.1.Pa.a:** Associate wants and needs with familiar persons or objects (e.g., attend to familiar person, examine objects, or follow steps in routines).
LA.1.3.2.1 :	The student will draft writing by maintaining focus on a single idea using supporting details; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:**

	• **LA.1.3.2.In.a:** Create a picture. • **LA.1.3.2.Su.a:** Select or create a picture that tells a story. • **LA.1.3.2.Pa.a:** Make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.
LA.1.3.2.2 :	The student will draft writing by organizing details into a logical sequence that has a beginning, middle, and end. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.1.3.2.In.b:** Dictate words and phrases that tell a story or describe the picture. • **LA.1.3.2.Su.b:** Dictate labels for the picture. • **LA.1.3.2.Pa.a:** Make an initial attempt to convey wants and needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, or voice.
LA.1.3.3.1 :	The student will revise by evaluating the draft for logical thinking and marking out repetitive text; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.1.3.3.In.a:** Review the picture and dictation. • **LA.1.3.3.Su.a:** Review the picture and dictation. • **LA.1.3.3.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.3.2 :	The student will revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.1.3.3.In.b:** Add details to the picture or dictation with

	prompting. • **LA.1.3.3.In.c:** Copy dictated words and phrases. • **LA.1.3.3.Su.b:** Add to the picture or dictation with prompting. • **LA.1.3.3.Su.c:** Copy the dictated labels. • **LA.1.3.3.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.4.1 :	The student will edit for correct use of common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.1.3.4.In.a:** Use left to right progression. • **LA.1.3.4.Su.a:** Copy some letters in dictated words. • **LA.1.3.4.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.4.2 :	The student will edit for correct use of capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.1.3.4.In.b:** Use sequencing of letters in words. • **LA.1.3.4.Su.a:** Copy some letters in dictated words. • **LA.1.3.4.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.4.3 :	The student will edit for correct use of commas in dates, items in a series; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions

	Access Points: • **LA.1.3.4.In.a:** Use left to right progression. • **LA.1.3.4.Su.a:** Copy some letters in dictated words. • **LA.1.3.4.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.4.4 :	The student will edit for correct use of singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mine, his/her, hers); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.1.3.4.In.a:** Use left to right progression. • **LA.1.3.4.Su.a:** Copy some letters in dictated words. • **LA.1.3.4.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.4.5 :	The student will edit for correct use of subject and verb agreement in simple sentences; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.1.3.4.In.a:** Use left to right progression. • **LA.1.3.4.Su.a:** Copy some letters in dictated words. • **LA.1.3.4.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.4.6 :	The student will edit for correct use of end punctuation for sentences, including periods, question marks, and exclamation points. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:**

	• **LA.1.3.4.In.c:** Use capitalization of own first name. • **LA.1.3.4.Su.a:** Copy some letters in dictated words. • **LA.1.3.4.Pa.a:** Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.
LA.1.3.5.1 :	The student will produce, illustrate, and share a variety of compositions. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing **Access Points:** • **LA.1.3.5.In.a:** Produce and share pictures with descriptions or stories. • **LA.1.3.5.Su.a:** Produce and share pictures with labels. • **LA.1.3.5.Pa.a:** Effectively communicate wants and needs with prompting of familiar persons.
LA.1.4.1.1 :	The student will write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.1.4.1.In.a:** Create pictures that tell a story and will dictated words and phrases. • **LA.1.4.1.Su.a:** Create pictures that tell a story about familiar persons or objects with dictated labels. • **LA.1.4.1.Pa.a:** Communicate recognition of familiar persons or objects.
LA.1.4.1.2 :	The student will participate in writing simple stories, poems, rhymes, or song lyrics. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.1.4.1.In.b:** Contribute to group writing of simple rhymes. • **LA.1.4.1.Su.b:** Contribute to group recitation of familiar

	rhymes, songs, or chants. • **LA.1.4.1.Pa.b:** Respond to rhythm and rhyme in familiar poems, rhymes or songs.
LA.1.4.2.1 :	The student will write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.1.4.2.In.a:** Contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases. • **LA.1.4.2.Su.a:** Contribute to group recording of expository information by creating pictures and dictating labels or lists. • **LA.1.4.2.Pa.a:** Communicate recognition of familiar persons, actions or objects associated with routines.
LA.1.4.2.2 :	The student will participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.1.4.2.In.a:** Contribute to group recording of expository information (e.g., labels, lists, observations) by creating pictures and dictating words and phrases. • **LA.1.4.2.Su.a:** Contribute to group recording of expository information by creating pictures and dictating labels or lists. • **LA.1.4.2.Pa.a:** Communicate recognition of familiar persons, actions or objects associated with routines.
LA.1.4.2.3 :	The student will write an informational/expository paragraph that contains a topic sentence and at least three details; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:**

	• **LA.1.4.2.In.c:** Produce functional text (e.g., one-step picture instructions with dictated words, phrases). • **LA.1.4.2.Su.c:** Contribute to group writing of functional text (e.g., pictures of one-step instructions in routines). • **LA.1.4.2.Pa.b:** Respond to informational materials.
LA.1.4.2.4 :	The student will write basic communications, including friendly letters and thank-you notes; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.1.4.2.In.b:** Contribute to group writing of thank you notes and messages using picture stories with dictated words and phrases. • **LA.1.4.2.Su.b:** Contribute to group writing of friendly messages and thank-you notes. • **LA.1.4.2.Pa.c:** Express wants and needs.
LA.1.4.2.5 :	The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.1.4.2.In.c:** Produce functional text (e.g., one-step picture instructions with dictated words, phrases). • **LA.1.4.2.Su.c:** Contribute to group writing of functional text (e.g., pictures of one-step instructions in routines). • **LA.1.4.2.Pa.b:** Respond to informational materials.
LA.1.4.3.1 :	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Persuasive **Access Points:** • **LA.1.4.3.In.a:** Choose a favorite item and tell what he or she likes about it.

	• **LA.1.4.3.Su.a:** Choose a favorite item and tell about it. • **LA.1.4.3.Pa.a:** Communicate recognition of familiar persons or object associated with routines to express wants and needs.
LA.1.5.1.1 :	The student will write numbers and uppercase and lowercase letters using left to right sequencing; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.1.5.1.In.a:** Write first name and copy letters and words from left to right with a visual cue. • **LA.1.5.1.Su.a:** Writes lines, circles, and some letters. • **LA.1.5.1.Pa.a:** Use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.
LA.1.5.1.2 :	The student will use appropriate spacing between letters, words, and sentences. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.1.5.1.In.b:** Use appropriate spacing between letters and words. • **LA.1.5.1.Su.a:** Writes lines, circles, and some letters. • **LA.1.5.1.Pa.a:** Use nonverbal expression or language (e.g., referent objects, gestures/signs, or verbalization) to communicate meaning.
LA.1.5.2.1 :	The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.1.5.2.In.a:** Listen for informative purposes (e.g., following

	one-step directions, following classroom rules). • **LA.1.5.2.Su.a:** Listen for informative purposes (e.g., following one-step directions). • **LA.1.5.2.Pa.a:** Listen for informative purposes (e.g., following prompts, cues).
LA.1.5.2.2 :	The student will retell specific details of information heard; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.1.5.2.In.b:** Answer literal questions about information heard. • **LA.1.5.2.Su.b:** Answer literal yes/no questions about information heard. • **LA.1.5.2.Pa.b:** Listen to read-aloud stories.
LA.1.5.2.3 :	The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.1.5.2.In.c:** Listen attentively to read-aloud stories and poems. • **LA.1.5.2.Su.c:** Listen attentively to read-aloud stories and poems. • **LA.1.5.2.Pa.c:** Respond to oral language greetings and prompts from familiar persons in routines.
LA.1.5.2.4 :	The student will use formal and informal language appropriately; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.1.5.2.In.d:** Identify oral language and courteous greetings appropriate to specified settings. • **LA.1.5.2.Su.d:** Recognize oral language and courteous greetings used with classmates and adults.

	• **LA.1.5.2.Pa.d:** Attend to communicate from familiar persons (e.g., turn toward speaker to look at speaker, change facial expression).
LA.1.5.2.5 :	The student will communicate effectively when relating experiences and retelling stories read and heard; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.1.5.2.In.e:** Communicate effectively about experiences and stories. • **LA.1.5.2.Su.e:** Communicate effectively about familiar experiences and stories. • **LA.1.5.2.Pa.d:** Attend to communicate from familiar persons (e.g., turn toward speaker to look at speaker, change facial expression).
LA.1.5.2.6 :	The student will participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.1.5.2.In.f:** Use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking, taking turns). • **LA.1.5.2.Su.f:** Use basic conversation strategies (e.g., facing the speaker, not talking while others are speaking). • **LA.1.5.2.Pa.d:** Attend to communicate from familiar persons (e.g., turn toward speaker to look at speaker, change facial expression).
LA.1.6.1.1 :	The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informational Text

	Access Points: • **LA.1.6.1.In.a:** Locate specific information in pictures, symbols, and environmental print. • **LA.1.6.1.Su.a:** Locate information in familiar pictures or objects. • **LA.1.6.1.Pa.a:** Recognize familiar persons and objects associated with routines.
LA.1.6.2.1 :	The student will formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.1.6.2.In.a:** Ask questions about a topic and gather information from simple materials (e.g., pictures, environmental print and symbols, read-aloud text). • **LA.1.6.2.Su.a:** Ask questions about a familiar person or object and gather information from pictures. • **LA.1.6.2.Pa.a:** Communicate recognition of familiar persons, actions, or objects associated with routines. Remarks/Examples SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.
LA.1.6.2.2 :	The student will use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.1.6.2.In.b:** Record answers to questions about a topic using dictation and pictures. • **LA.1.6.2.Su.b:** Orally answer questions about a familiar person or object. • **LA.1.6.2.Pa.b:** Respond to actions from familiar persons or

	objects associated with routines.
LA.1.6.2.3 :	The student will write a simple report with a title and three facts, using informational sources; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.1.6.2.In.c:** Contribute to a simple report by creating informational pictures and dictating words and phrases. • **LA.1.6.2.Su.c:** Contribute to a simple report by creating pictures with dictated labels. • **LA.1.6.2.Pa.b:** Respond to actions from familiar persons or objects associated with routines.
LA.1.6.2.4 :	The student will identify authors, illustrators, or composers with their works. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.1.6.2.In.d:** Recognize that authors and illustrators create books and pictures. • **LA.1.6.2.Su.d:** Recognize that people who write books are called authors. • **LA.1.6.2.Pa.c:** Recognize familiar books or print material.
LA.1.6.3.1 :	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.1.6.3.In.a:** Identify feelings suggested by familiar nonprint media (e.g., graphics, music). • **LA.1.6.3.Su.a:** Recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music). • **LA.1.6.3.Pa.a:** Respond to familiar nonprint media (e.g., videos, music).

LA.1.6.3.2 :	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.1.6.3.In.b:** Identify two types of mass communication (e.g., television, radio, newspaper). • **LA.1.6.3.Su.b:** Identify one type of mass communication (e.g., television, radio, newspaper). • **LA.1.6.3.Pa.b:** Respond to one familiar type of mass communication (e.g., television, radio).
LA.1.6.4.1 :	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Technology **Access Points:** • **LA.1.6.4.In.a:** Use technology resources (e.g., interactive books, software, hardware) to support learning. • **LA.1.6.4.Su.a:** Use technology resources (e.g., interactive books, software, hardware) to support learning. • **LA.1.6.4.Pa.a:** Respond to a technology resource.

Course: 7710011 Access Language Arts - Kindergarten -

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4986.aspx

BASIC INFORMATION

Course Title:	Access Language Arts - Kindergarten
Course Number:	7710011
Course Abbreviated Title:	ACCESS LANG ART - K
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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. **Subject Relevance:** The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities. The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are "worth a thousand words" to tell a story or share an experience.

In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life's typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

Access Language Arts - Grade Kindergarten
Major Concepts/Content: The content is intended to develop or expand the student's understanding of:

- The reading process
- Literary analysis
- The writing process

	• Writing applications • Communication • Information and media literacy

RELATED ACCESS POINTS: Independent(59) Supported(48) Participatory(41) Core Content Connector(0)

LA.K.1.1.1 :	The student will locate a printed word on a page; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.a:** Locate a printed word on a page. • **LA.K.1.1.Su.c:** Locate print on a page or in the classroom environment. • **LA.K.1.1.Pa.b:** Identify picture of self.
LA.K.1.1.2 :	The student will distinguish letters from words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.b:** Recognize that sentences are made of separate words. • **LA.K.1.1.Su.d:** Identify one letter in own first name. • **LA.K.1.1.Pa.b:** Identify picture of self.
LA.K.1.1.3 :	The student will identify the separate sounds in a spoken sentence; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.b:** Recognize that sentences are made of separate words. • **LA.K.1.1.Su.c:** Locate print on a page or in the classroom

	environment. • **LA.K.1.1.Pa.a:** Respond to a familiar person reading a book aloud.
LA.K.1.1.4 :	The student will match print to speech; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.b:** Recognize that sentences are made of separate words. • **LA.K.1.1.Su.c:** Locate print on a page or in the classroom environment. • **LA.K.1.1.Pa.a:** Respond to a familiar person reading a book aloud.
LA.K.1.1.5 :	The student will identify parts of a book (e.g., front cover, back cover, title page); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.c:** Identify familiar books by their covers. • **LA.K.1.1.Su.a:** Hold books correctly. • **LA.K.1.1.Pa.a:** Respond to a familiar person reading a book aloud.
LA.K.1.1.6 :	The student will move top to bottom and left to right on the printed page; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.d:** Hold books correctly and turn pages one at a time from front to back. • **LA.K.1.1.Su.b:** Turn pages one at a time in a book. • **LA.K.1.1.Pa.a:** Respond to a familiar person reading a book aloud.

LA.K.1.1.7 :	The student will name all upper and lower case letters of the alphabet. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Concepts of Print **Access Points:** • **LA.K.1.1.In.e:** Name ten or more letters of the alphabet and identify whether a letter is upper or lower case. • **LA.K.1.1.Su.d:** Identify one letter in own first name. • **LA.K.1.1.Pa.b:** Identify picture of self.
LA.K.1.2.1 :	The student will auditory segment sentences into the correct number of words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonological Awareness **Access Points:** • **LA.K.1.2.In.c:** Segment auditory sentences into individual words. • **LA.K.1.2.Su.a:** Identify environmental sounds that are the same. • **LA.K.1.2.Pa.b:** Respond to environmental sounds.
LA.K.1.2.2 :	The student will identify, blend, and segment syllables in words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonological Awareness **Access Points:** • **LA.K.1.2.In.d:** Orally blend and segment compound words with picture prompts. • **LA.K.1.2.Su.a:** Identify environmental sounds that are the same. • **LA.K.1.2.Pa.b:** Respond to environmental sounds.
LA.K.1.2.3 :	The student will recognize and produce words that rhyme; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonological Awareness **Access Points:**

	• **LA.K.1.2.In.b:** Identify words that rhythm. • **LA.K.1.2.Su.b:** Identify rhythm words and rhythm in songs and poems. • **LA.K.1.2.Pa.a:** Respond to rhythm in familiar songs and rhymes.
LA.K.1.2.4 :	The student will identify, blend, and segment onset and rime. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonological Awareness **Access Points:** • **LA.K.1.2.In.a:** Identify words and environmental sounds that are the same or different. • **LA.K.1.2.Su.a:** Identify environmental sounds that are the same. • **LA.K.1.2.Pa.b:** Respond to environmental sounds.
LA.K.1.3.1 :	The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.K.1.3.In.a:** Match familiar spoken words that start with the same sound. • **LA.K.1.3.Su.a:** Distinguish whether environmental sounds are the same or different. • **LA.K.1.3.Pa.a:** Respond to own name or other familiar spoken words.
LA.K.1.3.2 :	The student will blend and segment individual phonemes in simple, one-syllable words; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.K.1.3.In.a:** Match familiar spoken words that start with the same sound. • **LA.K.1.3.Su.a:** Distinguish whether environmental sounds are

	the same or different. • **LA.K.1.3.Pa.a:** Respond to own name or other familiar spoken words.
LA.K.1.3.3 :	The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonemic Awareness **Access Points:** • **LA.K.1.3.In.a:** Match familiar spoken words that start with the same sound. • **LA.K.1.3.Su.a:** Distinguish whether environmental sounds are the same or different. • **LA.K.1.3.Pa.a:** Respond to own name or other familiar spoken words.
LA.K.1.4.1 :	The student will recognize and recall the one to one correspondence between most letters and sounds; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.K.1.4.In.a:** Recognize that letters represent sounds. • **LA.K.1.4.Su.a:** Recognize that words are made of letters. • **LA.K.1.4.Pa.a:** Respond to spoken words and environmental sounds used as prompts or cues.
LA.K.1.4.2 :	The student will decode simple words in isolation and in context. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.K.1.4.In.b:** Identify own first and last name in print. • **LA.K.1.4.In.c:** Identify informational logos or symbols in the environment. • **LA.K.1.4.Su.c:** Identify pictorial logos or symbols in the environment. • **LA.K.1.4.Pa.b:** Respond to spoken words, gestures/signs, or

	referent objects in familiar stories, songs, rhymes, and routines.
LA.K.1.6.1 :	The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.K.1.6.In.a:** Use new vocabulary that is introduced and taught directly. • **LA.K.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.K.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly. Remarks/Examples SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
LA.K.1.6.2 :	The student will listen to and discuss both familiar and conceptually challenging text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.K.1.6.In.b:** Listen to and talk about stories. • **LA.K.1.6.Su.b:** Listen to and interact with familiar stories. • **LA.K.1.6.Pa.b:** Listen and respond to familiar stories.
LA.K.1.6.3 :	The student will describe common objects and events in both general and specific language; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.K.1.6.In.c:** Identify and describe persons, objects, and actions in familiar activities. • **LA.K.1.6.Su.c:** Identify persons and objects in familiar

	activities. • **LA.K.1.6.Pa.c:** Respond to a familiar person or object in routines.
LA.K.1.6.4 :	The student will identify and sort common words into basic categories (e.g., colors, shapes, food); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.K.1.6.In.c:** Identify and describe persons, objects, and actions in familiar activities. • **LA.K.1.6.Su.c:** Identify persons and objects in familiar activities. • **LA.K.1.6.Pa.c:** Respond to a familiar person or object in routines.
LA.K.1.6.5 :	The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.K.1.6.In.a:** Use new vocabulary that is introduced and taught directly. • **LA.K.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.K.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.K.1.6.6 :	The student will relate new vocabulary to prior knowledge. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.K.1.6.In.a:** Use new vocabulary that is introduced and taught directly. • **LA.K.1.6.Su.a:** Use new vocabulary that is introduced and taught directly.

	• **LA.K.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.K.1.7.1 :	The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.K.1.7.In.a:** Make predictions about a story using text features (e.g., illustrations). • **LA.K.1.7.Su.a:** Identify pictures in familiar read-aloud stories. • **LA.K.1.7.Pa.a:** Respond to familiar read-aloud stories.
LA.K.1.7.2 :	The student will use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.K.1.7.In.b:** Determine if pictures represent real or make believe. • **LA.K.1.7.Su.b:** Identify familiar characters or objects pictured in read-aloud stories. • **LA.K.1.7.Pa.b:** Attend to pictures or symbols used in routines.
LA.K.1.7.3 :	The student will retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.K.1.7.In.c:** Identify characters, objects, and actions pictured in familiar read-aloud stories. • **LA.K.1.7.Su.b:** Identify familiar characters or objects pictured in read-aloud stories.

	• **LA.K.1.7.Pa.c:** Respond to a familiar person or object in routines.
LA.K.1.7.4 :	The student will identify the authors purpose as stated in the text. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.K.1.7.In.d:** Identify the author's purpose in read-aloud stories by answering literal yes/no questions. • **LA.K.1.7.Su.c:** Identify characters that relate to the author's purpose in read-aloud stories. • **LA.K.1.7.Pa.c:** Respond to a familiar person or object in routines.
LA.K.2.1.1 :	The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.K.2.1.In.a:** Contribute to a discussion about a read-aloud story. • **LA.K.2.1.Su.a:** Recognize familiar literary forms (e.g., picture books, nursery rhymes). • **LA.K.2.1.Pa.a:** Attend to familiar literary forms (e.g., picture books, nursery rhymes).
LA.K.2.1.2 :	The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.K.2.1.In.b:** Identify events and characters in familiar read-aloud literary forms. • **LA.K.2.1.Su.b:** Recognize events and characters pictured in familiar read-aloud literary forms. • **LA.K.2.1.Pa.b:** Respond to pictures or sounds of characters in

	familiar read-aloud stories.
LA.K.2.1.3 :	The student will identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.K.2.1.In.c:** Identify rhythm and word patterns in read-aloud poetry and songs. • **LA.K.2.1.Su.c:** Imitate rhythm in read-aloud poetry and songs. • **LA.K.2.1.Pa.c:** Respond to rhythm in read-loud poetry or songs.
LA.K.2.1.4 :	The student will select materials to read for pleasure; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.K.2.1.In.d:** Select materials to view or listen to for pleasure. • **LA.K.2.1.Su.d:** Select materials to view or listen to for pleasure. • **LA.K.2.1.Pa.d:** Indicate a preference for familiar materials to view or listen to for pleasure.
LA.K.2.1.5 :	The student will participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.K.2.1.In.e:** Contribute to a discussion about read-aloud stories, identifying a familiar character, object, or event. • **LA.K.2.1.Su.e:** Listen to and interact with familiar read-aloud

	stories, identifying pictures of characters, objects, or events. • **LA.K.2.1.Pa.e:** Use new vocabulary that is introduced and taught directly. Remarks/Examples SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
LA.K.2.2.1 :	The student will identify the purpose of nonfictional text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.K.2.2.In.a:** Identify pictures and symbols that provide information. • **LA.K.2.2.Su.a:** Identify pictures or objects that provide information. • **LA.K.2.2.Pa.a:** Respond to familiar persons and routines.
LA.K.2.2.2 :	The student will retell important facts from a text heard or read; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.K.2.2.In.b:** Identify facts in familiar read-aloud informational text. • **LA.K.2.2.Su.b:** Recognize familiar read-aloud informational text. • **LA.K.2.2.Pa.b:** Indicate preference for familiar non?ction materials to view or listen to for pleasure.
LA.K.2.2.3 :	The student will select nonfiction material to read for pleasure. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.K.2.2.In.c:** Select non?ction materials to view or listen to

	for pleasure. • **LA.K.2.2.Su.c:** Select non?ction materials to view or listen to for pleasure. • **LA.K.2.2.Pa.b:** Indicate preference for familiar non?ction materials to view or listen to for pleasure.
LA.K.3.1.1 :	The student will prewrite by connecting thoughts and oral language to generate ideas; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.K.3.1.In.a:** Identify familiar persons, objects, or events to generate ideas for pictures that tell a story. • **LA.K.3.1.Su.a:** Select familiar persons or objects to generate ideas for pictures that tells a story. • **LA.K.3.1.Pa.a:** Associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).
LA.K.3.1.2 :	The student will prewrite by drawing a picture about ideas from stories read aloud or generated through class discussion. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.K.3.1.In.a:** Identify familiar persons, objects, or events to generate ideas for pictures that tell a story. • **LA.K.3.1.Su.a:** Select familiar persons or objects to generate ideas for pictures that tells a story. • **LA.K.3.1.Pa.a:** Associate wants and needs with a familiar person or object (e.g. indicate awareness of familiar person, objects, or routines).
LA.K.3.2.1 :	The student will draft writing by drawing, telling, or writing about a familiar experience, topic or text; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting

	Access Points: • **LA.K.3.2.In.a:** Create a picture. • **LA.K.3.2.Su.a:** Draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events. • **LA.K.3.2.Pa.a:** Make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.
LA.K.3.2.2 :	The student will draft writing by creating a group draft, scripted by the teacher. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.K.3.2.In.b:** Dictate words or phrases that tell a story or describe the picture. • **LA.K.3.2.Su.a:** Draft writing by selecting or creating a picture that tells a story about familiar persons, objects, or events. • **LA.K.3.2.Pa.a:** Make an initial attempt to communicate wants and needs to a familiar person, with prompting, using body movement or nonverbal expression.
LA.K.3.3.1 :	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.K.3.3.In.a:** Reviewing the picture and dictation. • **LA.K.3.3.In.b:** Add details to the picture or dictation with prompting. • **LA.K.3.3.In.c:** Copy dictated words and phrases. • **LA.K.3.3.Su.a:** Review the picture. • **LA.K.3.3.Su.b:** Add to the picture with prompting. • **LA.K.3.3.Pa.a:** Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
LA.K.3.4.1 :	The student will edit for correct use of knowledge of letter/sound

	relationships to spell simple words. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.K.3.4.In.a:** Use left to right progression. • **LA.K.3.4.Su.a:** Attempt to copy or write name on picture. • **LA.K.3.4.Pa.a:** Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
LA.K.3.4.2 :	The student will edit for correct use of capital letters to begin important words; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.K.3.4.In.b:** Use sequencing of letters in words. • **LA.K.3.4.Su.a:** Attempt to copy or write name on picture. • **LA.K.3.4.Pa.a:** Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
LA.K.3.4.3 :	The student will edit for correct use of end punctuation, including periods, question marks, and exclamation points. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.K.3.4.In.c:** Use capitalization of own first name. • **LA.K.3.4.Su.a:** Attempt to copy or write name on picture. • **LA.K.3.4.Pa.a:** Adjust body movement or nonverbal expression with prompting as necessary to communicate wants and needs.
LA.K.3.5.1 :	The student will produce, illustrate and share a finished piece of writing. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing

	Access Points: • **LA.K.3.5.In.a:** Produce and share pictures with descriptions or stories. • **LA.K.3.5.Su.a:** Produce and share pictures that tell a story. • **LA.K.3.5.Pa.a:** Effectively communicate wants and needs, with prompting, to a familiar person.
LA.K.4.1.1 :	The student will create narratives by drawing, dictating, and/or using emergent writing; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.K.4.1.In.a:** Create pictures with dictation that tell a story. • **LA.K.4.1.Su.a:** Create pictures that tell a story about familiar persons or objects. • **LA.K.4.1.Pa.a:** Communicate recognition of familiar persons or objects.
LA.K.4.1.2 :	The student will participate in writing simple stories, poems, rhymes, or song lyrics. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.K.4.1.In.b:** Contribute to group recitation of rhymes, songs, or chants with expression. • **LA.K.4.1.Su.b:** Contribute to group recitation of familiar rhymes or songs. • **LA.K.4.1.Pa.b:** Respond to rhythm in read-aloud poems, rhymes, or songs.
LA.K.4.2.1 :	The student will participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:**

	• **LA.K.4.2.In.a:** Contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words. • **LA.K.4.2.Su.a:** Contribute to group recording of expository information by creating pictures. • **LA.K.4.2.Pa.a:** Communicate recognition of familiar persons or objects.
LA.K.4.2.2 :	The student will participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.K.4.2.In.b:** Contribute to group writing of functional text (e.g., thank-you notes, messages, labels) by creating pictures and dictating. • **LA.K.4.2.Su.a:** Contribute to group recording of expository information by creating pictures. • **LA.K.4.2.Pa.b:** Attend to pictures or informational materials.
LA.K.4.2.3 :	The student will participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.K.4.2.In.a:** Contribute to group recording of expository information (e.g., labels) by creating pictures and dictating words. • **LA.K.4.2.Su.b:** Contribute to group writing of functional text (e.g., thank-you notes and labels) by selecting pictures and dictating. • **LA.K.4.2.Pa.a:** Communicate recognition of familiar persons or objects.
LA.K.4.2.4 :	The student will participate in written communications with teacher as scribe, including friendly letters and thank-you notes; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Informative **Access Points:** • **LA.K.4.2.In.b:** Contribute to group writing of functional text (e.g., thank-you notes, messages, labels) by creating pictures and dictating. • **LA.K.4.2.Su.a:** Contribute to group recording of expository information by creating pictures. • **LA.K.4.2.Pa.a:** Communicate recognition of familiar persons or objects.
LA.K.4.2.5 :	The student will draw a simple map of the classroom. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.K.4.3.In.a:** Choose a favorite item and tell about it. • **LA.K.4.3.Su.a:** Choose a favorite item and name the item. • **LA.K.4.3.Pa.a:** Communicate recognition of familiar persons or objects.
LA.K.4.3.1 :	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Persuasive **Access Points:** • **LA.K.4.3.In.a:** Choose a favorite item and tell about it. • **LA.K.4.3.Su.a:** Choose a favorite item and name the item. • **LA.K.4.3.Pa.a:** Communicate recognition of familiar persons or objects.
LA.K.5.1.1 :	The student will print many uppercase and lowercase letters of the alphabet and recognize the difference between the two; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.K.5.1.In.a:** Copy own first name.

	• **LA.K.5.1.Su.a:** Will make letter-like scribbles to attempt to write and express own name. • **LA.K.5.1.Pa.a:** Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.
LA.K.5.1.2 :	The student will write from left to right and top to bottom of page; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.K.5.1.In.b:** Copy letters and words from left to right with a visual cue. • **LA.K.5.1.Su.a:** Will make letter-like scribbles to attempt to write and express own name. • **LA.K.5.1.Pa.a:** Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.
LA.K.5.1.3 :	The student will recognize spacing between letters and words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.K.5.1.In.c:** Copy with spacing between words. • **LA.K.5.1.Su.a:** Will make letter-like scribbles to attempt to write and express own name. • **LA.K.5.1.Pa.a:** Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.
LA.K.5.1.4 :	The student will print own first and last name; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.K.5.1.In.a:** Copy own first name. • **LA.K.5.1.Su.a:** Will make letter-like scribbles to attempt to write and express own name.

	• **LA.K.5.1.Pa.a:** Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.
LA.K.5.1.5 :	The student will understand the concept of writing and identifying numerals. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.K.5.1.In.a:** Copy own first name. • **LA.K.5.1.Su.a:** Will make letter-like scribbles to attempt to write and express own name. • **LA.K.5.1.Pa.a:** Use body movement or nonverbal expression to communicate desires or preferences and respond to or express own name.
LA.K.5.2.1 :	The student will listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.K.5.2.In.a:** Listen for informative purposes (e.g., following prompts, directions). • **LA.K.5.2.Su.a:** Listen for informative purposes (e.g., following oral prompts while performing tasks). • **LA.K.5.2.Pa.a:** Listen for informative purposes (e.g., following prompts cues).
LA.K.5.2.2 :	The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.K.5.2.In.b:** Listen to familiar read-aloud and answer literal yes/no questions about persons, objects, and actions in pictures.

	• **LA.K.5.2.Su.b:** Listen to familiar read-aloud stories and poems and identify objects or persons. • **LA.K.5.2.Pa.b:** Respond to familiar read-aloud stories or poems.
LA.K.5.2.3 :	The student will repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.K.5.2.In.c:** Repeat auditory sequences (e.g., words, rhythmic pattern). • **LA.K.5.2.Su.c:** Repeat rhythmic patterns. • **LA.K.5.2.Pa.c:** Communicate needs.
LA.K.5.2.4 :	The student will recite short poems, rhymes, songs, and stories with repeated patterns; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.K.5.2.In.d:** Recite short poems, rhymes, and songs. • **LA.K.5.2.Su.d:** Repeat rhythms and songs. • **LA.K.5.2.Pa.d:** Respond to own name and familiar greetings.
LA.K.5.2.5 :	The student will communicate effectively when relating experiences and retelling stories heard; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.K.5.2.In.e:** Communicate effectively when relating experiences. • **LA.K.5.2.Su.e:** Communicate effectively when relating familiar experiences. • **LA.K.5.2.Pa.c:** Communicate needs.
LA.K.5.2.6 :	The student will use complete sentences when speaking.

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.K.5.2.In.f:** Respond to familiar greetings and questions and questions in complete sentences. • **LA.K.5.2.Su.f:** Respond to familiar greetings and questions with words and phrases. • **LA.K.5.2.Pa.c:** Communicate needs.
LA.K.6.1.1 :	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informational Text **Access Points:** • **LA.K.6.1.In.a:** Identify information in pictures and symbols. • **LA.K.6.1.Su.a:** Identify information in familiar pictures and objects. • **LA.K.6.1.Pa.a:** Respond to familiar persons or objects.
LA.K.6.2.1 :	The student will ask questions and recognize the library media specialist or teacher as an information source; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.K.6.2.In.a:** Ask about a topic of interest and recognize the teacher as an information source. • **LA.K.6.2.Su.a:** Ask about a familiar person or object and recognize the teacher as an information source. • **LA.K.6.2.Pa.a:** Recognize and respond to familiar persons or objects.
LA.K.6.2.2 :	The student will use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Research Process **Access Points:** • **LA.K.6.2.In.b:** Use information from pictures and symbols to answer questions. • **LA.K.6.2.Su.b:** Use information in familiar pictures or objects to answer questions. • **LA.K.6.2.Pa.b:** Communicate recognition of familiar persons or objects.
LA.K.6.2.3 :	The student will participate in creating a simple class report where the teacher is the scribe; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.K.6.2.In.c:** Contribute information for a simple report where the teacher is the scribe. • **LA.K.6.2.Su.c:** Contribute to a simple informational display where the teacher is the scribe. • **LA.K.6.2.Pa.c:** Attend to books or other print material. Remarks/Examples SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.
LA.K.6.2.4 :	The student will recognize that authors, illustrators, and composers create informational sources. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.K.6.2.In.d:** Recognize that people who write books are called authors. • **LA.K.6.2.Su.d:** Recognize that people (authors) write books. • **LA.K.6.2.Pa.c:** Attend to books or other print material.
LA.K.6.3.1 :	The student will recognize print and nonprint media; and

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.K.6.3.In.a:** Answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books). • **LA.K.6.3.Su.a:** Answer literal yes/no questions about persons, after viewing familiar print media (e.g., pictures, books). • **LA.K.6.3.Pa.a:** Respond to familiar print media (e.g., pictures, books).
LA.K.6.3.2 :	The student will state the main idea after viewing print media. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.K.6.3.In.a:** Answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books). • **LA.K.6.3.Su.a:** Answer literal yes/no questions about persons, after viewing familiar print media (e.g., pictures, books). • **LA.K.6.3.Pa.a:** Respond to familiar print media (e.g., pictures, books).
LA.K.6.4.1 :	The student will use technology (e.g., drawing tools, writing tools) resources to support learning. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Technology **Access Points:** • **LA.K.6.4.In.a:** Use technology resources (e.g., interactive books, software, or hardware) to support learning. • **LA.K.6.4.Su.a:** Use a technology resource (e.g., interactive books, software, or hardware) to support learning. • **LA.K.6.4.Pa.a:** Respond to a technology resource.

Course: Music: K-5- 7713010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4998.aspx

BASIC INFORMATION

Course Title:	Music: K-5
Course Number:	7713010
Course Abbreviated Title:	MUS: K-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (169)

SC.K.P.10.1 Observe that things that make sound vibrate.
Access Points

- SC.K.P.10.In.a Identify objects that create specific sounds.
- SC.K.P.10.Su.a Match sounds to specific objects.
- SC.K.P.10.Pa.a Recognize and respond to common sounds.

MU.K.C.1.1: Respond to music from various sound sources to show awareness of steady beat,
Access Points:

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.

- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.1.2: Identify various sounds in a piece of music.
Access Points:

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.1.3: Identify, visually and aurally, pitched and unpitched classroom instruments.
Access Points:

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.1.4: Identify singing, speaking, and whispering voices.
Access Points:

- MU.K.C.1.In.a Demonstrate awareness of a steady beat or pulse.
- MU.K.C.1.In.b. Recognize selected sounds from various sound sources.
- MU.K.C.1.In.c Distinguish between singing, speaking, and whispering voices.
- MU.K.C.1.Su.a Respond to music from various sources.
- MU.K.C.1.Su.b Respond to a variety of sounds from various sound sources.
- MU.K.C.1.Su.c Explore sounds from various sound sources.
- MU.K.C.1.Pa.a Attend to sounds from various sources.

MU.K.C.2.1: Identify similarities and/or differences in a performance.
Access Points:

- MU.K.C.2.In.a Explore different performances of familiar songs.
- MU.K.C.2.Su.a Respond to performances of familiar songs.

- MU.K.C.2.Pa.a Attend to performances of familiar songs.

MU.K.C.3.1: Share opinions about selected pieces of music.
Access Points:

- MU.K.C.3.In.a Identify preferred musical examples.
- MU.K.C.3.Su.a Respond to a variety of music.
- MU.K.C.3.Pa.a Attend to a variety of music.

MU.K.H.1.1: Respond to music from diverse cultures through singing and movement.
Access Points:

- MU.K.H.1.In.a Respond to music from a variety of cultures and musical periods.
- MU.K.H.1.Su.a Explore music from a variety of cultures and musical periods.
- MU.K.H.1.Pa.a Attend to music from a variety of cultures and musical periods.

MU.K.H.2.1: Respond to and/or perform folk music of American cultural sub-groups.
Access Points:

- MU.K.H.2.In.a Respond to music of American cultural sub-groups.
- MU.K.H.2.Su.a Explore music of American cultural sub-groups.
- MU.K.H.2.Pa.a Attend to music of American cultural sub-groups.

MU.K.H.3.1: Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
Access Points:

- MU.K.H.3.In.a Respond to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
- MU.K.H.3.Su.a Explore simple songs finger plays, and rhymes to experience connections among music, language, and numbers.
- MU.K.H.3.Pa.a Attend to simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

MU.K.O.1.2: Identify similarities and differences in melodic phrases and/or rhythm patterns.
Access Points:

- MU.K.O.1.In.a Demonstrate awareness of beat and rhythm.
- MU.K.O.1.Su.a Explore a variety of music.
- MU.K.O.1.Su.b Respond to a variety of music.
- MU.K.O.1.Pa.a Attend to a variety of music.

MU.K.O.3.1: Respond to music to demonstrate how it makes one feel.
Access Points:

- MU.K.O.3.In.a Demonstrate awareness of beat and rhythm.

- MU.K.O.3.Su.a Explore a variety of music.
- MU.K.O.3.Pa.a Attend to a variety of music.

MU.K.S.1.1: Improvise a response to a musical question sung or played by someone else.
Access Points:

- MU.K.S.1.In.a Respond to simple vocal or instrumental patterns or songs.
- MU.K.S.1.Su.a Explore simple vocal or instrumental patterns or songs.
- MU.K.S.1.Pa.a Attend to simple vocal or instrumental patterns or songs.

MU.K.S.2.1: Sing or play songs from memory.
Access Points:

- MU.K.S.2.In.a Sing or play songs from a model.
- MU.K.S.2.Su.a Explore familiar songs.
- MU.K.S.2.Pa.a Attend to familiar songs.

MU.K.S.3.1: Sing songs of limited range appropriate to the young child and use the head voice.
Access Points:

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.K.S.3.2: Perform simple songs and accompaniments.
Access Points:

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.K.S.3.3: Match pitches in a song or musical phrase in one or more keys.
Access Points:

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.K.S.3.4: Imitate simple rhythm patterns played by the teacher or a peer.
Access Points:

- MU.K.S.3.In.a Sing or play songs from a model.
- MU.K.S.3.Su.a Explore familiar songs.
- MU.K.S.3.Pa.a Attend to familiar songs.

MU.1.C.1.1: Respond to specific, teacher-selected musical characteristics in a song or

instrumental piece.
Access Points:

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
- MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
- MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.Su.b Recognize differences in pitch.
- MU.1.C.1.Pa.a Explore sounds from various sound sources.

MU.1.C.1.2: Respond to music from various sound sources to show awareness of differences in musical ideas.
Access Points:

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
- MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
- MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.Su.b Recognize differences in pitch.
- MU.1.C.1.Pa.a Explore sounds from various sound sources.

MU.1.C.1.3: Classify instruments into pitched and unpitched percussion families.
Access Points:

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
- MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
- MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.Su.b Recognize differences in pitch.
- MU.1.C.1.Pa.a Explore sounds from various sound sources.

MU.1.C.1.4:Differentiate between music performed by one singer and music performed by a group of singers.
Access Points:

- MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece.
- MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments.
- MU.1.C.1.In.c Distinguish between instrumental music and vocal music.
- MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or

instrumental piece.
- MU.1.C.1.Su.b Recognize differences in pitch.
- MU.1.C.1.Pa.a Explore sounds from various sound sources.

MU.1.C.2.1: Identify the similarities and differences between two performances of a familiar song.
Access Points:

- MU.1.C.2.In.a Recognize similarities and/or differences between two performances of a familiar song.
- MU.1.C.2.Su.a Explore different performances of familiar songs.
- MU.1.C.2.Pa.a Explore a variety of familiar songs.

MU.1.C.3.1: Share different thoughts or feelings people have about selected pieces of music.
Access Points:

- MU.1.C.3.In.a Express an opinion about selected pieces of music.
- MU.1.C.3.Su.a Select preferred musical examples.
- MU.1.C.3.Pa.a Explore a variety of music.

MU.1.F.1.1: Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
Access Points:

- MU.1.F.1.In.a Imitate a variety of sounds or movements using props, instruments, and/or found sounds.
- MU.1.F.1.Su.a Explore a variety of sounds or movements using props, instruments, and/or found sounds.
- MU.1.F.1.Pa.a Attend to a variety of sounds or movements using props, instruments, and/or found sounds.

MU.1.F.2.1: Describe how he or she likes to participate in music.
Access Points:

- MU.1.F.2.In.a Identify preferred ways to participate in music.
- MU.1.F.2.Su.a Explore a variety of ways to participate in music.
- MU.1.F.2.Pa.a Attend to a variety of ways of participating in music.

MU.1.F.3.1: Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
Access Points:

- MU.1.F.3.In.a Contribute to collaborative tasks related to music.
- MU.1.F.3.Su.a Cooperate in classroom and play activities.
- MU.1.F.3.Pa.a Attend to tasks related to music.

MU.1.H.1.1: Perform simple songs, dances, and musical games from a variety of cultures.
Access Points:

- MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures.
- MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures.
- MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures.

MU.1.O.1.1: Respond to contrasts in music as a foundation for understanding structure.
Access Points:

- MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure.
- MU.1.O.1.In.b Imitate patterns of a simple, four measure song or speech piece.
- MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure.
- MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm.
- MU.1.O.1.Pa.a Explore a variety of music.

MU.1.O.1.2: Identify patterns of a simple, four-measure song or speech piece.
Access Points:

- MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure.
- MU.1.O.1.In.b Imitate patterns of a simple, four measure song or speech piece.
- MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure.
- MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm.
- MU.1.O.1.Pa.a Explore a variety of music.

MU.1.O.3.1: Respond to changes in tempo and/or dynamics within musical examples.
Access Points:

- MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical examples.
- MU.1.O.3.Su.a Respond to a variety of music.
- MU.1.O.3.Pa.a Explore a variety of music.

MU.1.S.1.1: Improvise a four-beat response to a musical question sung or played by someone else.
Access Points:

- 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.
Access Points:

- 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.2.1: Sing or play songs, which may include changes in verses or repeats, from memory.
Access Points:

- MU.1.S.2.In.a Sing or play songs from a model, including changes in verses or repeats.
- MU.1.S.2.Su.a Respond to familiar songs.
- MU.1.S.2.Pa.a Explore familiar songs.

MU.1.S.3.1: Sing simple songs in a group, using head voice and maintaining pitch.
Access Points:

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.2: Play three- to five-note melodies and/or accompaniments on classroom instruments.
Access Points:

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic

patterns performed by the teacher or a peer.

MU.1.S.3.3: Sing simple la-sol-mi patterns at sight.
Access Points:

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.4: Match simple aural rhythm patterns in duple meter with written patterns.
Access Points:

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.
- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.1.S.3.5: Show visual representation of simple melodic patterns performed by the teacher or a peer.
Access Points:

- MU.1.S.3.In.a Sing or play songs from memory.
- MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments.
- MU.1.S.3.In.c Imitate traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Su.a Sing or play songs from a model.

- MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer.
- MU.1.S.3.Pa.a Respond to familiar songs.
- MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments.
- MU.1.S.3.Pa.c Explore traditional or nontraditional representations of simple melodic patterns performed by the teacher or a peer.

MU.2.C.1.1: Identify appropriate listening skills for learning about musical examples selected by the teacher.
Access Points:

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.1.2: Respond to a piece of music and discuss individual interpretations.
Access Points:

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.1.3: Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
Access Points:

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical

characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.1.4: Identify child, adult male, and adult female voices by timbre.
Access Points:

- MU.2.C.1.In.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.2.C.1.In.b Respond to a musical work in a variety of ways.
- MU.2.C.1.In.c Identify a variety of unpitched instruments.
- MU.2.C.1.Su.a Recognize a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Su.b Respond to a musical work.
- MU.2.C.1.Su.c Explore unpitched classroom instruments.
- MU.2.C.1.Pa.a Attend to a teacher selected musical characteristic in a song or instrumental piece.
- MU.2.C.1.Pa.b Explore a variety of music.
- MU.2.C.1.Pa.c Explore differences in pitch.

MU.2.C.2.1: Identify strengths and needs in classroom performances of familiar songs.
Access Points:

- MU.2.C.2.In.a Identify preferred and non-preferred performances of familiar songs.
- MU.2.C.2.Su.a Select preferred performances of familiar songs.
- MU.2.C.2.Pa.a Respond to performances of familiar songs.

MU.2.C.3.1: Discuss why musical characteristics are important when forming and discussing opinions about music.
Access Points:

- MU.2.C.3.In.a Recognize characteristics of a variety of music.
- MU.2.C.3.Su.a Respond to a variety of music characteristics.
- MU.2.C.3.Pa.a Attend to a variety of music characteristics.

MU.2.F.1.1: Create a musical performance that brings a story or poem to life.
Access Points:

- MU.2.F.1.In.a Create, interpret, or respond to a musical performance that brings a story or poem to life.
- MU.2.F.1.Su.a Imitate sounds or movements that represent a story character, setting, or theme.
- MU.2.F.1.Pa.a Explore a variety of sounds and movements that represent a story character, setting, or theme.

MU.2.F.2.1: Describe how people participate in music.
Access Points:

- MU.2.F.2.In.a Identify a variety of ways people participate in music.
- MU.2.F.2.Su.a Recognize different ways people participate in music.
- MU.2.F.2.Pa.a Explore different ways people participate in music.

MU.2.F.3.1: Collaborate with others in a music presentation and discuss what was successful and what could be improved.
Access Points:

- MU.2.F.3.In.a Demonstrate a variety of collaborative skills.
- MU.2.F.3.Su.a Demonstrate a collaborative skill.
- MU.2.F.3.Pa.a Contribute to a class musical performance.

MU.2.H.1.1: Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
Access Points:

- MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
- MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures.
- MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures.

MU.2.H.1.2: Identify the primary differences between composed and folk music.
Access Points:

- MU.2.H.1.In.a Imitate songs, games, dances, and simple instrumental accompaniments from a variety of cultures.
- MU.2.H.1.Su.a Imitate songs, games, and dances from a variety of cultures.
- MU.2.H.1.Pa.a Explore simple songs, dances, and musical games from a variety of cultures.

MU.2.H.2.1: Discuss how music is used for celebrations in American and other cultures.
Access Points:

- MU.2.H.2.In.a Identify music used for celebrations in American and other cultures.

- MU.2.H.2.Su.a Match musical examples to their function.
- MU.2.H.2.Pa.a Explore music used for celebrations in American and other cultures.

MU.2.H.3.1: Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
Access Points:

- MU.2.H.3.In.a Recognize the use of patterns in music to gain a foundation for exploring patterns in other contexts.
- MU.2.H.3.Su.a Explore the use of patterns in music to gain a foundation for exploring patterns in other contexts.
- MU.2.H.3.Pa.a Explore the use of instruments and vocal sounds.

MU.2.O.1.1: Identify basic elements of music in a song or instrumental excerpt.
Access Points:

- MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt.
- MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns.
- MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm.
- MU.2.O.1.Pa.a Respond to a variety of music.

MU.2.O.1.2: Identify the form of a simple piece of music.
Access Points:

- MU.2.O.1.In.a Recognize basic elements of music in a song or instrumental excerpt.
- MU.2.O.1.In.b Identify similarities and differences in melodic phrases and/or rhythm patterns.
- MU.2.O.1.Su.a Demonstrate awareness of beat and rhythm.
- MU.2.O.1.Pa.a Respond to a variety of music.

MU.2.O.3.1: Describe changes in tempo and dynamics within a musical work.
Access Points:

- MU.2.O.3.In.a Respond to music to demonstrate how it makes one feel.
- MU.2.O.3.Su.a Demonstrate awareness of beat and rhythm.
- MU.2.O.3.Pa.a Explore a variety of music.

MU.2.S.1.1: Improvise short phrases in response to a given musical question.
Access Points:

- MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs.
- MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs.
- MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs.

MU.2.S.1.2: Create simple ostinati to accompany songs or poems.

Access Points:

- MU.2.S.1.In.a Perform simple vocal or instrumental musical patterns or songs.
- MU.2.S.1.Su.a Imitate simple vocal or instrumental patterns or songs.
- MU.2.S.1.Pa.a Respond to a variety of simple vocal or instrumental patterns or songs.

MU.2.S.2.1: Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
Access Points:

- MU.2.S.2.In.a Sing or play songs from memory.
- MU.2.S.2.Su.a Sing or play songs from a model.
- MU.2.S.2.Pa.a Respond to familiar songs.

MU.2.S.3.1: Sing songs in an appropriate range, using head voice and maintaining pitch.
Access Points:

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

MU.2.S.3.2: Play simple melodies and/or accompaniments on classroom instruments.
Access Points:

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

MU.2.S.3.3: Sing simple la-sol-mi-do patterns at sight.
Access Points:

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

MU.2.S.3.4: Compare aural melodic patterns with written patterns to determine whether they are the same or different.
Access Points:

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

MU.2.S.3.5: Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
Access Points:

- MU.2.S.3.In.a Sing songs of limited range using the head voice.
- MU.2.S.3.In.b Perform simple songs and accompaniments.
- MU.2.S.3.In.c Sing simple la-sol-mi-do patterns from a model.
- MU.2.S.3.In.d Identify visual, gestural, and traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Su.a Sing or play songs from a model.
- MU.2.S.3.Su.b Imitate visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.
- MU.2.S.3.Pa.a Explore familiar songs.
- MU.2.S.3.Pa.b Recognize visual, gestural, or traditional representation of simple melodic patterns performed by the teacher or a peer.

VA.3.H.1.3: Identify and be respectful of ideas important to individuals, groups, or cultures that

are reflected in their artworks.
Access Points:

- VA.3.H.1.In.a Identify common characteristics in works of art from selected cultures and times.
- VA.3.H.1.In.b Identify reasons for respecting the work of others.
- VA.3.H.1.Su.a Recognize common characteristics in works of art from selected cultures and times.
- VA.3.H.1.Su.b Follow directions for suitable behavior in an art audience.
- VA.3.H.1.Pa.a Recognize a common characteristic in selected works of art.
- VA.3.H.1.Pa.b Respond respectfully to the artwork of others.

MU.3.C.1.1: Describe listening skills and how they support appreciation of musical works.
Access Points:

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.1.2: Respond to a musical work in a variety of ways and compare individual interpretations.
Access Points:

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or

instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.1.3: Identify families of orchestral and band instruments.
Access Points:

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.1.4: Discriminate between unison and two-part singing.
Access Points:

- MU.3.C.1.In.a Use a variety of teacher-selected sensory skills to recognize specified musical characteristics.
- MU.3.C.1.In.b Respond to musical work in a variety of ways to show awareness of differences in musical ideas.
- MU.3.C.1.In.c Identify a variety of orchestral and band instruments.
- MU.3.C.1.In.d Differentiate between music performed by one singer or in unison, and music performed by a group of singers.
- MU.3.C.1.Su.a Recognize a variety of teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.b Respond to teacher-selected musical characteristics in a song or instrumental piece.
- MU.3.C.1.Su.c Recognize selected orchestral and band instruments.
- MU.3.C.1.Su.d Distinguish between music and song.
- MU.3.C.1.Pa.a Explore a variety of teacher-selected musical characteristics in a song or instrumental piece.

- MU.3.C.1.Pa.b Attend using senses to a variety of orchestral and band instruments.

MU.3.C.2.1: Evaluate performances of familiar music using teacher-established criteria.
Access Points:

- MU.3.C.2.In.a Identify a reason for preferring one performance of a familiar song over another.
- MU.3.C.2.Su.a Use a teacher-selected criterion to evaluate performances of familiar music.
- MU.3.C.2.Pa.a Select preferred familiar songs.

MU.3.C.3.1: Identify musical characteristics and elements within a piece of music when discussing the value of the work.
Access Points:

- MU.3.C.3.In.a Recognize that musical characteristics influence our opinion of the piece.
- MU.3.C.3.Su.a Recognize a variety of music characteristics.
- MU.3.C.3.Pa.a Recognize a characteristic of music.

MU.3.F.1.1: Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
Access Points:

- MU.3.F.1.In.a Use sounds and movements to represent or enhance story or poem characteristics.
- MU.3.F.1.Su.a Imitate sounds and movements to represent or enhance story or poem characteristics.
- MU.3.F.1.Pa.a Respond to a variety of sounds and movements that represent or enhance story or poem characteristics.

MU.3.F.2.1: Identify musicians in the school, community, and media.
Access Points:

- MU.3.F.2.In.a Identify musicians in the school, community, or media.
- MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Su.a Recognize musicians in the school, community, or media.
- MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Pa.a Recognize that people who make music are called musicians.
- MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making.

MU.3.F.2.2: Describe opportunities for personal music-making.
Access Points:

- MU.3.F.2.In.a Identify musicians in the school, community, or media.
- MU.3.F.2.In.b Identify opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Su.a Recognize musicians in the school, community, or media.
- MU.3.F.2.Su.b Recognize opportunities in the school, home, or community for participating in music making.
- MU.3.F.2.Pa.a Recognize that people who make music are called musicians.
- MU.3.F.2.Pa.b Recognize an opportunity in the school, home, or community for participating in music-making.

MU.3.H.1.1: Compare indigenous instruments of specified cultures.
Access Points:

- MU.3.H.1.In.a Identify indigenous instruments of specified cultures.
- MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.
- MU.3.H.1.Su.a Match selected instruments to specified cultures.
- MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.
- MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
- MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

MU.3.H.1.2: Identify significant information about specified composers and one or more of their musical works.
Access Points:

- MU.3.H.1.In.a Identify indigenous instruments of specified cultures.
- MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.
- MU.3.H.1.Su.a Match selected instruments to specified cultures.
- MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.
- MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
- MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

MU.3.H.1.3: Identify timbre(s) in music from a variety of cultures.
Access Points:

- MU.3.H.1.In.a Identify indigenous instruments of specified cultures.
- MU.3.H.1.In.b Recognize characteristic musical sounds from a variety of cultures.
- MU.3.H.1.Su.a Match selected instruments to specified cultures.
- MU.3.H.1.Su.b Match characteristic musical sounds to specified cultures.
- MU.3.H.1.Pa.a Explore indigenous instruments of specified cultures.
- MU.3.H.1.Pa.b Explore characteristic musical sounds from a variety of cultures.

MU.3.H.2.1: Discuss how music in America was influenced by people and events in its history.
Access Points:

- MU.3.H.2.In.a Recognize influences of culture and history on American music.

- MU.3.H.2.Su.a Recognize a variety of music that represents American culture or history.
- MU.3.H.2.Pa.a Associate musical examples with American culture or history.

MU.3.H.3.1: 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.
Access Points:

- MU.3.H.3.In.a Experience similarities in the use of pattern, line, or form in music and other teacher-selected contexts.
- MU.3.H.3.Su.a Explore the use of pattern, line, and form in music and other teacher-selected contexts.
- MU.3.H.3.Pa.a Respond to the use of patterns in music.

MU.3.O.1.1: Identify, using correct music vocabulary, the elements in a musical work.
Access Points:

- MU.3.O.1.In.a Recognize basic elements in a piece of music.
- MU.3.O.1.In.b Identify patterns in familiar songs.
- MU.3.O.1.Su.a Recognize a selected element in a piece of music.
- MU.3.O.1.Su.b Imitate patterns in familiar songs.
- MU.3.O.1.Pa.a Respond to rhythmic production.
- MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.

MU.3.O.1.2: Identify and describe the musical form of a familiar song.
Access Points:

- MU.3.O.1.In.a Recognize basic elements in a piece of music.
- MU.3.O.1.In.b Identify patterns in familiar songs.
- MU.3.O.1.Su.a Recognize a selected element in a piece of music.
- MU.3.O.1.Su.b Imitate patterns in familiar songs.
- MU.3.O.1.Pa.a Respond to rhythmic production.
- MU.3.O.1.Pa.b Demonstrate awareness of beat or rhythm.

MU.3.O.2.1: Rearrange melodic or rhythmic patterns to generate new phrases.
Access Points:

- MU.3.O.2.In.a Rearrange simple melodic or rhythmic patterns to generate new phrases.
- MU.3.O.2.Su.a Imitate simple melodic or rhythmic patterns.
- MU.3.O.2.Pa.a Respond to a variety of simple melodic or rhythmic patterns.

MU.3.O.3.1: Describe how tempo and dynamics can change the mood or emotion of a piece of music.
Access Points:

- MU.3.O.3.In.a Identify the mood or emotion of a piece of music.

- MU.3.O.3.Su.a Respond to music to demonstrate how it makes one feel.

MU.3.S.3.1: Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
Access Points:

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.2: Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
Access Points:

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.3: Sing simple la-sol-mi-re-do patterns at sight.
Access Points:

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.4: Match simple aural rhythm patterns in duple and triple meter with written patterns.
Access Points:

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.

- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

MU.3.S.3.5: Notate simple rhythmic and melodic patterns using traditional notation.
Access Points:

- MU.3.S.3.In.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.3.S.3.In.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.3.S.3.In.c Sing simple la-sol-mi-do patterns.
- MU.3.S.3.In.d Imitate simple rhythm patterns in duple and triple meter.
- MU.3.S.3.In.e Match aurally presented notes to traditional notation.
- MU.3.S.3.Su.a Sing or play songs or patterns from memory.
- MU.3.S.3.Pa.a Sing or play songs from a model.
- MU.3.S.3.Pa.b Sing or play songs or patterns.

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.
Access Points:

- SC.4.P.10.In.a: Identify forms of energy, such as light, heat, electrical, and energy of motion.
- SC.4.P.10.In.b Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction).
- SC.4.P.10.In.c Recognize that vibrations cause sound and identify sounds as high or low (pitch).
- SC.4.P.10.In.d Identify machines that use energy from moving water or air, including a windmill and a waterwheel.
- SC.4.P.10.Su.a Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine).
- SC.4.P.10.Su.b Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball).
- SC.4.P.10.Su.c Recognize sounds as high or low (pitch).
- SC.4.P.10.Su.d Identify objects that use energy from moving air, such as a pinwheel or sailboat.
- SC.4.P.10.Pa.a Recognize a source of heat energy (fire, heater).
- SC.4.P.10.Pa.b Recognize objects that create sounds.
- SC.4.P.10.Pa.c Recognize that moving air can move objects.

MU.4.C.1.1: Develop effective listening strategies and describe how they can support appreciation of musical works.
Access Points:

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.1.2: Describe, using correct music vocabulary, what is heard in a specific musical work.
Access Points:

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.1.3: Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
Access Points:

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or

instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.1.4: Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
Access Points:

- MU.4.C.1.In.a Identify and use appropriate sensory skills to recognize specified musical characteristics.
- MU.4.C.1.In.b Recognize families of orchestral and band instruments.
- MU.4.C.1.In.c Identify and use appropriate sensory skills to distinguish voice parts.
- MU.4.C.1.Su.a Use a teacher-selected sensory skill to recognize specified musical characteristics.
- MU.4.C.1.Su.b Recognize a variety of orchestral and band instruments.
- MU.4.C.1.Su.c Use a teacher-selected sensory skill to recognize differences in voice parts.
- MU.4.C.1.Pa.a Recognize a teacher-selected musical characteristic in a song or instrumental piece.
- MU.4.C.1.Pa.b Recognize selected orchestral and band instruments.
- MU.4.C.1.Pa.c Distinguish between two voice types.

MU.4.C.2.1: Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
Access Points:

- MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others.
- MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others.
- MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Pa.a Select a characteristic that makes music appealing.

MU.4.C.2.2: Critique specific techniques in one's own and others' performances using teacher-established criteria.
Access Points:

- MU.4.C.2.In.a Identify selected basic music performance techniques to provide a foundation for critiquing self and others.
- MU.4.C.2.In.b Use defined criteria to critique specified techniques in performances of one's self and others.
- MU.4.C.2.Su.a Recognize a selected basic music performance technique to provide a foundation for critiquing self and others.
- MU.4.C.2.Su.b Use a teacher-selected criterion to critique specified techniques in

performances of one's self and others.
- MU.4.C.2.Pa.a Select a characteristic that makes music appealing.

MU.4.C.3.1: Describe characteristics that make various musical works appealing.
Access Points:

- MU.4.C.3.In.a Identify characteristics that make various musical works appealing.
- MU.4.C.3.Su.a Recognize characteristics that make various musical works appealing.
- MU.4.C.3.Pa.a Select a characteristic that makes a musical work appealing.

MU.4.F.1.1: Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
Access Points:

- MU.4.F.1.In.a Change the feeling of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- MU.4.F.1.Su.a Imitate changes in sounds and movements of melodic or rhythmic pieces.
- MU.4.F.1.Pa.a Explore changes in sounds and movements of melodic or rhythmic pieces.

MU.4.F.2.1: Describe roles and careers of selected musicians.
Access Points:

- MU.4.F.2.In.a Identify two or more community opportunities in or related to music for employment or leisure.
- MU.4.F.2.Su.a Recognize two or more community opportunities to participate in activities related to music.
- MU.4.F.2.Pa.a Associate music with leisure or recreation.

MU.4.F.3.1: Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
Access Points:

- MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.b Recognize and respect the property of others.
- MU.4.F.3.Pa.a Recognize a personal quality that supports success in life.
- MU.4.F.3.Pa.b Recognize the property of others.

MU.4.F.3.2: Discuss the safe, legal way to download songs and other media.
Access Points:

- MU.4.F.3.In.a Identify a personal quality that supports success in music that can be applied to other fields.
- MU.4.F.3.Su.a Recognize a personal quality that supports success in music that can be

applied to other fields.
- MU.4.F.3.Su.b Recognize and respect the property of others.
- MU.4.F.3.Pa.a Recognize a personal quality that supports success in life.
- MU.4.F.3.Pa.b Recognize the property of others.

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
Access Points:

- MU.4.H.1.In.a Identify common uses of music within specific cultures.
- MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.
- MU.4.H.1.Su.a Recognize common uses of music within specific cultures.
- MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.
- MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
- MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

MU.4.H.1.2: Describe the influence of selected composers on the musical works and practices or traditions of their time.
Access Points:

- MU.4.H.1.In.a Identify common uses of music within specific cultures.
- MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.
- MU.4.H.1.Su.a Recognize common uses of music within specific cultures.
- MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.
- MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
- MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.
Access Points:

- MU.4.H.1.In.a Identify common uses of music within specific cultures.
- MU.4.H.1.In.b Recognize pieces of music that originated from cultures other than one's own.
- MU.4.H.1.Su.a Recognize common uses of music within specific cultures.
- MU.4.H.1.Su.b Match pieces of characteristic music to specified cultures.
- MU.4.H.1.Pa.a Recognize a use of music common to cultures or times.
- MU.4.H.1.Pa.b Associate a piece of music with a specified culture.

MU.4.H.2.1: Perform, listen to, and discuss music related to Florida's history.
Access Points:

- MU.4.H.2.In.a Identify and listen to music related to Florida's history.
- MU.4.H.2.In.b Identify a variety of venues to experience music.
- MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history.

- MU.4.H.2.Su.b Recognize a variety of venues to experience music.
- MU.4.H.2.Pa.a Associate musical examples with Florida culture or history.
- MU.4.H.2.Pa.b Recognize a way to interact with music.

MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music.
Access Points:

- MU.4.H.2.In.a Identify and listen to music related to Florida's history.
- MU.4.H.2.In.b Identify a variety of venues to experience music.
- MU.4.H.2.Su.a Recognize a variety of music that represents Florida culture or history.
- MU.4.H.2.Su.b Recognize a variety of venues to experience music.
- MU.4.H.2.Pa.a Associate musical examples with Florida culture or history.
- MU.4.H.2.Pa.b Recognize a way to interact with music.

MU.4.H.3.1: 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.
Access Points:

- MU.4.H.3.In.a Compare the use of pattern, line, and form found in music with other teacher-selected contexts.
- MU.4.H.3.Su.a Connect the use of pattern, line, and form found in music with another teacher-selected context.
- MU.4.H.3.Pa.a Respond to the use of patterns in music and another teacher-selected context.

MU.4.O.1.1: Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
Access Points:

- MU.4.O.1.In.a Identify elements of music in different types of music as a foundation for understanding the structural conventions of specific styles.
- MU.4.O.1.Su.a Recognize selected elements of music in different types of music.
- MU.4.O.1.Pa.a Demonstrate awareness of beat and rhythm.

MU.4.O.2.1: Create variations for selected melodies.
Access Points:

- MU.4.O.2.In.a Change the feeling of a musical phrase by altering the elements of music.
- MU.4.O.2.Su.a Select an element to change in a musical phrase.
- MU.4.O.2.Pa.a Respond to a change in a musical phrase.

MU.4.O.3.1: Identify how expressive elements and lyrics affect the mood or emotion of a song.
Access Points:

- MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or

emotion of a song.
- MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result.
- MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion.
- MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece.

MU.4.O.3.2: Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
Access Points:

- MU.4.O.3.In.a Recognize how a change in an expressive element affects the mood or emotion of a song.
- MU.4.O.3.In.b Change an expressive element to a vocal or instrumental piece and discuss the result.
- MU.4.O.3.Su.a Match expressive elements and lyrics to mood or emotion.
- MU.4.O.3.Pa.a Recognize the mood or emotion expressed in a musical piece.

MU.4.S.1.1: Improvise phrases, using familiar songs.
Access Points:

- MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.
- MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.
- MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

MU.4.S.1.2: Create melodic patterns using a variety of sound sources.
Access Points:

- MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.
- MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.
- MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

MU.4.S.1.3: Arrange a familiar song for voices or instruments by manipulating form.
Access Points:

- MU.4.S.1.In.a Improvise vocal or instrumental patterns using familiar songs.
- MU.4.S.1.Su.a Perform simple vocal or instrumental patterns or songs.
- MU.4.S.1.Pa.a Imitate simple vocal or instrumental patterns or songs.

MU.4.S.2.1:Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
Access Points:

- MU.4.S.2.In.a Recognize patterns in music.
- MU.4.S.2.Su.a Imitate musical patterns.
- MU.4.S.2.Pa.a Recognize a musical pattern.

MU.4.S.3.1: Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
Access Points:

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.2: Play rounds, canons, or layered ostinati on classroom instruments.
Access Points:

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.3: Perform extended pentatonic melodies at sight.
Access Points:

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.4: Play simple ostinati, by ear, using classroom instruments.
Access Points:

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.

- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.4.S.3.5: Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
Access Points:

- MU.4.S.3.In.a Sing songs in an appropriate range using head voice and maintaining pitch.
- MU.4.S.3.In.b Perform simple melodies and/or accompaniments on classroom instruments.
- MU.4.S.3.In.c Copy simple rhythmic and melodic patterns using traditional notation.
- MU.4.S.3.Su.a Sing songs of limited range using the head voice.
- MU.4.S.3.Su.b Perform simple songs and accompaniments.
- MU.4.S.3.Pa.a Sing or play songs or patterns from a model.
- MU.4.S.3.Pa.b Sing or play songs or patterns from a cue.

MU.5.C.1.1: Discuss and apply listening strategies to support appreciation of musical works.
Access Points:

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.1.2: Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
Access Points:

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.

- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.1.3: Identify, aurally, selected instruments of the band and orchestra.
Access Points:

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.1.4: Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
Access Points:

- MU.5.C.1.In.a Identify and use appropriate sensory skills to support appreciation of musical works.
- MU.5.C.1.In.b Identify the musical intent of the composer for a specific musical work.
- MU.5.C.1.In.c Identify families of orchestral and band instruments.
- MU.5.C.1.In.d Identify the four primary voice parts: soprano, alto, tenor, and bass.
- MU.5.C.1.Su.a Recognize and use teacher-selected sensory skills to support appreciation of musical works.
- MU.5.C.1.Su.b Match the musical intent of the composer to a specific musical work.
- MU.5.C.1.Su.c Identify a variety of orchestral and band instruments.
- MU.5.C.1.Su.d Recognize differences between different voice parts.
- MU.5.C.1.Pa.a Use sensory strategies to support appreciation of musical works.
- MU.5.C.1.Pa.b Recognize that music examples convey meaning.
- MU.5.C.1.Pa.c Recognize selected orchestral and band instruments.
- MU.5.C.1.Pa.d Distinguish between two voices.

MU.5.C.2.1: Define criteria, using correct music vocabulary, to critique one's own and others' performance.

Access Points:

- MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance.
- MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance.
- MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance.
- MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance.
- MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music.
- MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

MU.5.C.2.2: Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
Access Points:

- MU.5.C.2.In.a Use defined criteria to analyze one's own and others' performance.
- MU.5.C.2.In.b Use defined criteria to analyze and revise one's own performance.
- MU.5.C.2.Su.a Use a teacher-selected criterion to analyze one's own and others' performance.
- MU.5.C.2.Su.b Use a teacher-selected criterion to analyze and revise one's own performance.
- MU.5.C.2.Pa.a Use a teacher-selected criterion to evaluate performances of familiar music.
- MU.5.C.2.Pa.b Use a teacher-selected criterion to analyze and revise personal performances with guidance from teachers and peers.

MU.5.C.3.1: Develop criteria to evaluate an exemplary musical work from a specific period or genre.
Access Points:

- MU.5.C.3.In.a Use defined criteria to respond to musical work of a specified period or genre.
- MU.5.C.3.Su.a Use a teacher-selected criterion to respond to musical work of a specified period or genre.
- MU.5.C.3.Pa.a Select preferred musical work of a specified period or genre.

MU.5.F.1.1: Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Access Points:

- MU.5.F.1.In.a Select and use visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- MU.5.F.1.Su.a Use selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

- MU.5.F.1.Pa.a Explore selected visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.2.1: Describe jobs associated with various types of concert venues and performing arts centers.
Access Points:

- MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure.
- MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure.
- MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure.

MU.5.F.2.2: Explain why live performances are important to the career of the artist and the success of performance venues.
Access Points:

- MU.5.F.2.In.a Identify two or more community opportunities in or related to music for employment and leisure.
- MU.5.F.2.Su.a Recognize two or more community opportunities in or related to music for employment or leisure.
- MU.5.F.2.Pa.a Recognize a community opportunity in or related to music for employment or leisure.

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.
Access Points:

- MU.5.F.3.In.a Identify personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.
- MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.
- MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.5.F.3.Pa.b Recognize and respect the property of others.

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.
Access Points:

- MU.5.F.3.In.a Identify personal qualities that support success in music that can be

applied to other fields.
- MU.5.F.3.In.b Follow safe, legal, and responsible practices to use a variety of technology tools to produce and listen to music.
- MU.5.F.3.Su.a Recognize selected personal qualities that support success in music that can be applied to other fields.
- MU.5.F.3.Su.b Follow safe, legal, and responsible practices to use a technology tool to produce or listen to music.
- MU.5.F.3.Pa.a Recognize a personal quality that supports success in music that can be applied to other fields.
- MU.5.F.3.Pa.b Recognize and respect the property of others.

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.
Access Points:

- MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.
- MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures.
- MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.
- MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.
- MU.5.H.1.Pa.a Recognize the purpose of specified music.
- MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

MU.5.H.1.2: Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
Access Points:

- MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.
- MU.5.H.1.In.b Identify similarities and differences between styles and features of music produced by different cultures.
- MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.
- MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.
- MU.5.H.1.Pa.a Recognize the purpose of specified music.
- MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.
Access Points:

- MU.5.H.1.In.a Identify the purpose for which specified music is used within various cultures.
- MU.5.H.1.In.b Identify similarities and differences between styles and features of music

produced by different cultures.

- MU.5.H.1.Su.a Recognize the purpose for which specified music is used within various cultures.
- MU.5.H.1.Su.b Recognize similarities or differences between styles or features of music produced by different cultures.
- MU.5.H.1.Pa.a Recognize the purpose of specified music.
- MU.5.H.1.Pa.b Recognize similarities or differences in musical compositions.

MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period.
Access Points:

- MU.5.H.2.In.a Identify musicians and composers for a specific historical period.
- MU.5.H.2.In.b Identify and use a variety of technologies to experience music.
- MU.5.H.2.Su.a Recognize selected music for a specific historical period.
- MU.5.H.2.Su.b Recognize and use selected technologies to experience music.
- MU.5.H.2.Pa.a Explore music from a specific historical period.
- MU.5.H.2.Pa.b Use a selected technology to experience music.

MU.5.H.2.2: Describe how technology has changed the way audiences experience music.
Access Points:

- MU.5.H.2.In.a Identify musicians and composers for a specific historical period.
- MU.5.H.2.In.b Identify and use a variety of technologies to experience music.
- MU.5.H.2.Su.a Recognize selected music for a specific historical period.
- MU.5.H.2.Su.b Recognize and use selected technologies to experience music.
- MU.5.H.2.Pa.a Explore music from a specific historical period.
- MU.5.H.2.Pa.b Use a selected technology to experience music.

MU.5.H.3.1: Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
Access Points:

- MU.5.H.3.In.a Examine the steps of a critical thinking process in music and apply them to another teacher-selected discipline.
- MU.5.H.3.Su.a Examine selected steps in critical-thinking processes in music and apply them to another teacher-selected discipline.
- MU.5.H.3.Pa.a Explore the use of pattern, line, and form in music and other teacher-selected contexts.

MU.5.O.1.1: Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
Access Points:

- MU.5.O.1.In.a Identify the musical elements in various styles of music using correct music vocabulary.

- MU.5.O.1.Su.a Recognize basic elements in various styles of music.
- MU.5.O.1.Pa.a Recognize a selected element in a piece of music.
- MU.5.O.1.Pa.a Recognize a selected element in a piece of music.

MU.5.O.2.1: Create a new melody from two or more melodic motifs.
Access Points:

- MU.5.O.2.In.a Rearrange melodic or rhythmic patterns to generate new phrases.
- MU.5.O.2.Su.a Rearrange simple melodic or rhythmic patterns to generate new phrases.
- MU.5.O.2.Pa.a Select preferred simple melodic or rhythmic patterns.

MU.5.O.3.1: Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
Access Points:

- MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music.
- MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece.
- MU.5.O.3.Su.a Identify the mood or emotion of a piece of music.
- MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.
- MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.

MU.5.O.3.2: Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
Access Points:

- MU.5.O.3.In.a Discuss how expressive elements can change the mood or emotion of a piece of music.
- MU.5.O.3.In.b Practice performing expressive elements in a vocal or instrumental piece.
- MU.5.O.3.Su.a Identify the mood or emotion of a piece of music.
- MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.
- MU.5.O.3.Pa.a Respond to music to demonstrate how it makes one feel.

MU.5.S.1.1: Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
Access Points:

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.1.2: Compose short vocal or instrumental pieces using a variety of sound sources.
Access Points:

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.1.3: Arrange a familiar song by manipulating specified aspects of music.
Access Points:

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.1.4: Sing or play simple melodic patterns by ear with support from the teacher.
Access Points:

- MU.5.S.1.In.a Improvise rhythmic or melodic phrases to create variations on familiar melodies.
- MU.5.S.1.Su.a Improvise simple rhythmic or melodic patterns to create variations on familiar melodies.
- MU.5.S.1.Pa.a Participate in simple rhythmic or melodic patterns.
- MU.5.S.1.Pa.b Imitate simple rhythmic or melodic patterns.

MU.5.S.2.1: Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
Access Points:

- MU.5.S.2.In.a Re-create musical patterns from familiar music.
- MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.
- MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments.
- MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation.
- MU.5.S.2.Su.a Imitate a variety of musical patterns.
- MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.5.S.2.Pa.a Match musical patterns to a model.
- MU.5.S.2.Pa.a Contribute to the performance of group songs.
- MU.5.S.2.Pa.b Sing or play songs or patterns from memory.

MU.5.S.2.2: Apply performance techniques to familiar music.
Access Points:

- MU.5.S.2.In.a Re-create musical patterns from familiar music.
- MU.5.S.2.In.a Sing rounds, canons, or ostinati in an appropriate range using head voice and maintaining pitch.
- MU.5.S.2.In.b Play melodies and accompaniments on classroom instruments.
- MU.5.S.2.In.c Notate simple rhythmic phrases using traditional notation.
- MU.5.S.2.Su.a Imitate a variety of musical patterns.
- MU.5.S.2.Su.a Sing simple songs in a group using head voice and maintaining pitch.
- MU.5.S.2.Su.b Play simple melodies and/or accompaniments on classroom instruments.
- MU.5.S.2.Pa.a Match musical patterns to a model.
- MU.5.S.2.Pa.a Contribute to the performance of group songs.
- MU.5.S.2.Pa.b Sing or play songs or patterns from memory.

DA.K.O.3.1:	Use movement to express a feeling, idea, or story.
DA.K.S.3.3:	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
DA.1.O.3.1:	Create movement phrases to express a feeling, idea, or story.
DA.2.O.3.1:	Use movement to interpret feelings, stories, pictures, and songs.
DA.3.H.1.1:	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
DA.4.H.3.3:	Describe how dance and music can each be used to interpret and support the other.
LACC.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LACC.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LACC.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LACC.2.RI.1.1:	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
LACC.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.
LACC.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).
LACC.5.L.2.3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
MU.K.C.1.1:	Respond to music from various sound sources to show awareness of steady beat. Remarks/Examples e.g., steady beat, pulse
MU.K.C.1.2:	Identify various sounds in a piece of music. Remarks/Examples e.g., vocal/instrumental timbres, environmental sounds
MU.K.C.1.3:	Identify, visually and aurally, pitched and unpitched classroom instruments. Remarks/Examples e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp
MU.K.C.1.4:	Identify singing, speaking, and whispering voices.
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.C.3.1:	Share opinions about selected pieces of music.
MU.K.H.1.1:	Respond to music from diverse cultures through singing and movement. Remarks/Examples e.g., nursery rhymes, singing games, folk dances
MU.K.H.2.1:	Respond to and/or perform folk music of American cultural sub-groups. Remarks/Examples e.g., African American, Anglo-American, Latin American, Native American
MU.K.H.3.1:	Perform simple songs, finger plays, and rhymes to experience

	connections among music, language, and numbers. Remarks/Examples e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing
MU.K.O.1.2:	Identify similarities and differences in melodic phrases and/or rhythm patterns. Remarks/Examples e.g., visually, aurally
MU.K.O.3.1:	Respond to music to demonstrate how it makes one feel. Remarks/Examples e.g., movement, drawings, responder paddles/clickers
MU.K.S.1.1:	Improvise a response to a musical question sung or played by someone else. Remarks/Examples e.g., melodic, rhythmic
MU.K.S.2.1:	Sing or play songs from memory. Remarks/Examples e.g., rhymes, chants, poems
MU.K.S.3.1:	Sing songs of limited range appropriate to the young child and use the head voice.
MU.K.S.3.2:	Perform simple songs and accompaniments. Remarks/Examples e.g., singing, using body percussion or classroom instruments
MU.K.S.3.3:	Match pitches in a song or musical phrase in one or more keys. Remarks/Examples e.g., la, sol, mi
MU.K.S.3.4:	Imitate simple rhythm patterns played by the teacher or a peer. Remarks/Examples

	e.g., quarter note, quarter rest, beamed eighth notes
MU.1.C.1.1:	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. Remarks/Examples e.g., beat, rhythm, phrasing, dynamics, tempo
MU.1.C.1.2:	Respond to music from various sound sources to show awareness of differences in musical ideas. Remarks/Examples e.g., moods, images
MU.1.C.1.3:	Classify instruments into pitched and unpitched percussion families. Remarks/Examples e.g., xylophone, glockenspiel, woodblock, tambourine
MU.1.C.1.4:	Differentiate between music performed by one singer and music performed by a group of singers.
MU.1.C.2.1:	Identify the similarities and differences between two performances of a familiar song. Remarks/Examples e.g., tempo, lyrics/no lyrics, style
MU.1.C.3.1:	Share different thoughts or feelings people have about selected pieces of music.
MU.1.F.1.1:	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. Remarks/Examples e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes
MU.1.F.2.1:	Describe how he or she likes to participate in music. Remarks/Examples e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument

MU.1.F.3.1:	Demonstrate appropriate manners and teamwork necessary for success in a music classroom. Remarks/Examples e.g., take turns, share, be a good listener, be respectful, display good manners
MU.1.H.1.1:	Perform simple songs, dances, and musical games from a variety of cultures. Remarks/Examples e.g., nursery rhymes, singing games, play parties, folk dances
MU.1.O.1.1:	Respond to contrasts in music as a foundation for understanding structure. Remarks/Examples e.g., high/low, fast/slow, long/short, phrases
MU.1.O.1.2:	Identify patterns of a simple, four-measure song or speech piece. Remarks/Examples e.g., AABA, ABCA, ABAC
MU.1.O.3.1:	Respond to changes in tempo and/or dynamics within musical examples.
MU.1.S.1.1:	Improvise a four-beat response to a musical question sung or played by someone else. Remarks/Examples e.g., melodic, rhythmic
MU.1.S.1.2:	Create short melodic and rhythmic patterns based on teacher-established guidelines.
MU.1.S.2.1:	Sing or play songs, which may include changes in verses or repeats, from memory.
MU.1.S.3.1:	Sing simple songs in a group, using head voice and maintaining pitch. Remarks/Examples e.g., folk songs, finger-plays, call-and-response, echo songs

MU.1.S.3.2:	Play three- to five-note melodies and/or accompaniments on classroom instruments.
MU.1.S.3.3:	Sing simple la-sol-mi patterns at sight. Remarks/Examples e.g., reading from hand signs or iconic representations
MU.1.S.3.4:	Match simple aural rhythm patterns in duple meter with written patterns. Remarks/Examples e.g., quarter note/rest, beamed eighth notes
MU.1.S.3.5:	Show visual representation of simple melodic patterns performed by the teacher or a peer. Remarks/Examples e.g., draw, body/hand signs, manipulatives, la-sol-mi
MU.2.C.1.1:	Identify appropriate listening skills for learning about musical examples selected by the teacher. Remarks/Examples e.g., listen for form, voices/instruments; organize thoughts using listening maps, active listening, checklists
MU.2.C.1.2:	Respond to a piece of music and discuss individual interpretations. Remarks/Examples e.g., move, write, draw, describe, gesture
MU.2.C.1.3:	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
MU.2.C.1.4:	Identify child, adult male, and adult female voices by timbre.
MU.2.C.2.1:	Identify strengths and needs in classroom performances of familiar songs.
MU.2.C.3.1:	Discuss why musical characteristics are important when forming and discussing opinions about music. Remarks/Examples

	e.g., tempo, rhythm, dynamics, instrumentation
MU.2.F.1.1:	Create a musical performance that brings a story or poem to life. Remarks/Examples e.g., sound carpets, original stories and poems, literary works
MU.2.F.2.1:	Describe how people participate in music. 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
MU.2.F.3.1:	Collaborate with others in a music presentation and discuss what was successful and what could be improved. Remarks/Examples e.g., take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups
MU.2.H.1.1:	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. Remarks/Examples e.g., multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato
MU.2.H.1.2:	Identify the primary differences between composed and folk music.
MU.2.H.2.1:	Discuss how music is used for celebrations in American and other cultures. Remarks/Examples e.g., birthdays, New Year, national and religious holidays
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.
MU.2.O.1.1:	Identify basic elements of music in a song or instrumental excerpt. Remarks/Examples

	e.g., melody, rhythm, pitch, form
MU.2.O.1.2:	Identify the form of a simple piece of music. Remarks/Examples e.g., AB, ABA, call-and-response
MU.2.O.3.1:	Describe changes in tempo and dynamics within a musical work.
MU.2.S.1.1:	Improvise short phrases in response to a given musical question.
MU.2.S.1.2:	Create simple ostinati to accompany songs or poems.
MU.2.S.2.1:	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
MU.2.S.3.1:	Sing songs in an appropriate range, using head voice and maintaining pitch.
MU.2.S.3.2:	Play simple melodies and/or accompaniments on classroom instruments.
MU.2.S.3.3:	Sing simple la-sol-mi-do patterns at sight. Remarks/Examples e.g., reading from hand signs and/or iconic or traditional representations
MU.2.S.3.4:	Compare aural melodic patterns with written patterns to determine whether they are the same or different. Remarks/Examples e.g., la-sol-mi-do; quarter note/rest, beamed eighth notes
MU.2.S.3.5:	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else. Remarks/Examples e.g., draw, body/hand signs, manipulatives, la-sol-mi
MU.3.C.1.1:	Describe listening skills and how they support appreciation of musical works. Remarks/Examples e.g., focus: form, instrumentation, tempo, dynamics; organize:

	listening maps, active listening, checklists
MU.3.C.1.2:	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples e.g., move, draw, sing, play, gesture, conduct
MU.3.C.1.3:	Identify families of orchestral and band instruments. Remarks/Examples e.g., strings, woodwinds, brass, percussion, keyboards
MU.3.C.1.4:	Discriminate between unison and two-part singing.
MU.3.C.2.1:	Evaluate performances of familiar music using teacher-established criteria.
MU.3.C.3.1:	Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples e.g., tempo, rhythm, timbre, form, instrumentation, texture
MU.3.F.1.1:	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds. Remarks/Examples e.g., sound carpets, original stories and poems, literary works
MU.3.F.2.1:	Identify musicians in the school, community, and media. Remarks/Examples e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
MU.3.F.2.2:	Describe opportunities for personal music-making. Remarks/Examples e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music

MU.3.H.1.1:	Compare indigenous instruments of specified cultures. Remarks/Examples e.g., congas, dundun drums, maracas, dulcimer, darabukah
MU.3.H.1.2:	Identify significant information about specified composers and one or more of their musical works.
MU.3.H.1.3:	Identify timbre(s) in music from a variety of cultures. Remarks/Examples e.g., metals, woods, shakers, strings, voice: adult, child
MU.3.H.2.1:	Discuss how music in America was influenced by people and events in its history. Remarks/Examples e.g., slavery, expansion of railroad, jazz, war, politics
MU.3.H.3.1:	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. Remarks/Examples e.g., in dance, visual art, language arts, pulse, rhythm, fluency
MU.3.O.1.1:	Identify, using correct music vocabulary, the elements in a musical work. Remarks/Examples e.g., rhythm, pitch, timbre, form
MU.3.O.1.2:	Identify and describe the musical form of a familiar song. Remarks/Examples e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
MU.3.O.2.1:	Rearrange melodic or rhythmic patterns to generate new phrases.
MU.3.O.3.1:	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
MU.3.S.1.1:	Improvise rhythms or melodies over ostinati.

MU.3.S.1.2:	Create an alternate ending to a familiar song. Remarks/Examples e.g., dynamics, tempo, lyrics
MU.3.S.2.1:	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples e.g., parts of a round, parts of a layered work
MU.3.S.3.1:	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
MU.3.S.3.2:	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
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
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
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
MU.4.C.1.1:	Develop effective listening strategies and describe how they can support appreciation of musical works. Remarks/Examples e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists

MU.4.C.1.2:	Describe, using correct music vocabulary, what is heard in a specific musical work. Remarks/Examples e.g., movement of melodic line, tempo, repeated and contrasting patterns
MU.4.C.1.3:	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.1.4:	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
MU.4.C.2.1:	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples e.g., intonation, balance, blend, timbre, posture, breath support
MU.4.C.2.2:	Critique specific techniques in one's own and others' performances using teacher-established criteria.
MU.4.C.3.1:	Describe characteristics that make various musical works appealing. Remarks/Examples e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
MU.4.F.1.1:	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. Remarks/Examples e.g., mallet use, vocal and instrumental changes, digital sounds, literature, poetry
MU.4.F.2.1:	Describe roles and careers of selected musicians. Remarks/Examples e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
MU.4.F.3.1:	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.

	Remarks/Examples e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
MU.4.F.3.2:	Discuss the safe, legal way to download songs and other media. Remarks/Examples e.g., sharing personal and financial information, copying and sharing music
MU.4.H.1.1:	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
MU.4.H.1.2:	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.1.3:	Identify pieces of music that originated from cultures other than one's own.
MU.4.H.2.1:	Perform, listen to, and discuss music related to Florida's history. Remarks/Examples e.g., music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize
MU.4.H.2.2:	Identify ways in which individuals of varying ages and cultures experience music. Remarks/Examples e.g., live concert, musical theatre, Internet, recordings
MU.4.H.3.1:	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. Remarks/Examples e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
MU.4.O.1.1:	Compare musical elements in different types of music, using correct

	music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
MU.4.O.2.1:	Create variations for selected melodies.
MU.4.O.3.1:	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples e.g., tempo, dynamics, phrasing, articulation
MU.4.O.3.2:	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
MU.4.S.1.1:	Improvise phrases, using familiar songs. Remarks/Examples e.g., altering text, rhythm, pitch, melody
MU.4.S.1.2:	Create melodic patterns using a variety of sound sources. Remarks/Examples e.g., voice, instrument
MU.4.S.1.3:	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples e.g., introduction, interlude/bridge, coda, ABA, rondo
MU.4.S.2.1:	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
MU.4.S.3.1:	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.4.S.3.2:	Play rounds, canons, or layered ostinati on classroom instruments.
MU.4.S.3.3:	Perform extended pentatonic melodies at sight. Remarks/Examples

	e.g., high do, low sol, low la; vocal and/or instrumental
MU.4.S.3.4:	Play simple ostinati, by ear, using classroom instruments.
MU.4.S.3.5:	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation. 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
MU.5.C.1.1:	Discuss and apply listening strategies to support appreciation of musical works. Remarks/Examples e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
MU.5.C.1.2:	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Remarks/Examples e.g., title, historical notes, quality recordings, instrumentation, expressive elements
MU.5.C.1.3:	Identify, aurally, selected instruments of the band and orchestra. 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
MU.5.C.1.4:	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
MU.5.C.2.1:	Define criteria, using correct music vocabulary, to critique one's own and others' performance. Remarks/Examples e.g., intonation, balance, blend, timbre

MU.5.C.2.2:	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
MU.5.C.3.1:	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
MU.5.F.1.1:	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.5.F.2.1:	Describe jobs associated with various types of concert venues and performing arts centers. Remarks/Examples e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant
MU.5.F.2.2:	Explain why live performances are important to the career of the artist and the success of performance venues.
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
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
MU.5.H.1.1:	Identify the purposes for which music is used within various cultures. Remarks/Examples e.g., communication, celebration, ceremony
MU.5.H.1.2:	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
MU.5.H.1.3:	Compare stylistic and musical features in works originating from different cultures. Remarks/Examples

	e.g., use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns
MU.5.H.2.1:	Examine the contributions of musicians and composers for a specific historical period.
MU.5.H.2.2:	Describe how technology has changed the way audiences experience music.
MU.5.H.3.1:	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. Remarks/Examples e.g., reading, writing, observing, listening, evaluating, embellishing, revising
MU.5.O.1.1:	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. Remarks/Examples e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz
MU.5.O.2.1:	Create a new melody from two or more melodic motifs.
MU.5.O.3.1:	Examine and explain how expressive elements, when used in a selected musical work, affect personal response. Remarks/Examples e.g., tempo, dynamics, timbre, texture, phrasing, articulation
MU.5.O.3.2:	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
MU.5.S.1.1:	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
MU.5.S.1.2:	Compose short vocal or instrumental pieces using a variety of sound sources.
MU.5.S.1.3:	Arrange a familiar song by manipulating specified aspects of music. Remarks/Examples

	e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
MU.5.S.1.4:	Sing or play simple melodic patterns by ear with support from the teacher.
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.
MU.5.S.2.2:	Apply performance techniques to familiar music.
MU.5.S.3.1:	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.5.S.3.2:	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
MU.5.S.3.4:	Play melodies and accompaniments, by ear, using classroom instruments.
MU.5.S.3.5:	Notate rhythmic phrases and simple diatonic melodies using traditional notation. Remarks/Examples e.g., rhythmic: quarter notes, beamed eighth notes, half notes, whole notes; corresponding rests; dotted half note; sixteenth notes; syncopation
SC.K.P.10.1:	Observe that things that make sound vibrate.
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.
TH.K.S.1.3:	Describe personal preferences related to a performance.
TH.1.S.1.3:	Explain personal preferences related to a performance.
TH.2.C.1.1:	Describe a character in a story and tell why the character is important to the story.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

RELATED GLOSSARY TERM DEFINITIONS (1)

Vibration:	A periodic and repetitive movement around an equilibrium point.

Course: 7712060 Access Mathematics Grade 5-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4997.aspx

BASIC INFORMATION

Course Title:	Access Mathematics Grade 5
Course Number:	7712060
Course Abbreviated Title:	ACCESS MATH GRADE 5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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 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 fifth grade level. The concepts of joining and separating quantities, part-to-whole, measurement, time, equality, estimation, and data analysis provide a means to analyze 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 • Mathematical properties • Fractions • Equality/inequality • Attributes of plane and solid figures • Data collection and analysis • Estimation • Time • Measurement • Solving routine and non-routine quantitative problems

RELATED ACCESS POINTS: Independent(20) Supported(21) Participatory(17) Core Content Connector(0)

MA.5.S.7 Data Analysis

MA.5.S.7.2 :	Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Data Analysis **Access Points:** • MA.5.S.7.In.b : Describe the meaning of data in a three-category pictograph or bar graph. • MA.5.S.7.Su.b : Identify the meaning of data in a two-category object graph or pictograph. • MA.5.S.7.Pa.a : Count up to 5 objects, pictures, or symbols in data sets used in object graphs or pictographs. Remarks/Examples For instance, if growth of a plant over time is measured, the data is continuous because time is measured continuously and a line graph is appropriate. However, if the number of students present in the classroom per day is recorded, these data are discrete (countable) and a bar graph is appropriate. Students may use a Venn Diagram to represent a data set.
MA.5.S.7.1 :	Construct and analyze line graphs and double bar graphs. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Data Analysis **Access Points:** • MA.5.S.7.In.a : Sort and count data into three designated categories, and display data on a pictograph or bar graph.

	• MA.5.S.7.Su.a : Sort and count objects or pictures into two designated categories and display data in an object graph or pictograph. • MA.5.S.7.Pa.a : Count up to 5 objects, pictures, or symbols in data sets used in object graphs or pictographs. Remarks/Examples Example: Students collect, display and analyze data based on their own investigations (for example, the amount of rainfall in a given month at a single or multiple locations).

MA.5.A.1 BIG IDEA 1

MA.5.A.1.1 :	Describe the process of finding quotients involving multi-digit dividends using models, place value, properties, and the relationship of division to multiplication. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • MA.5.A.1.In.a : Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. • MA.5.A.1.Su.a : Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals. • MA.5.A.1.Pa.a : Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set. Remarks/Examples Example of using models and place value: A student is representing 639÷3 using base ten blocks by dividing 639 into three equal groups; the student begins by placing 2 flats (2 hundreds blocks) in each group. What does that show about the quotient for 639÷3? The Distributive Property is used when 639÷3 is addressed as (600

	+ 30 + 9) ÷ 3. Example of using the relationship of division to multiplication: Dividing 38 by 2, a student might notice that 2x20=40, and 38 is close to 40. 38 is 2 less than 40, so 38÷2 is 19. Another way to solve this division symbolically is as follows. (38÷2) = (40-2) ÷ 2 = 40÷2 - 2÷2 = 20 - 1= 19
MA.5.A.1.2 :	Estimate quotients or calculate them mentally depending on the context and numbers involved. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • MA.5.A.1.In.b : Solve problems that involve multiplying or dividing equal sets with quantities to 50 using objects and pictures with numerals. • MA.5.A.1.Su.b : Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 25 using objects and pictures with numerals. • MA.5.A.1.Pa.b : Solve simple problems involving joining or separating sets of objects to 5. Remarks/Examples Example: An appropriate estimate for the quotient, 286 ÷ 40 is 7 because 286 is close to 280 which is divisible by four and 280 ÷ 40 is 7 since 40 x 7 is 280.
MA.5.A.1.3 :	Interpret solutions to division situations including those with remainders depending on the context of the problem. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • MA.5.A.1.In.a : Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. • MA.5.A.1.Su.a : Use counting and grouping to separate

	(divide) quantities to 25 into equal sets using objects and pictures with numerals. • MA.5.A.1.Pa.a : Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set. Remarks/Examples Example: 456 students and teachers are going on a field trip on buses. Buses can carry 52. How many buses do we need to take everyone on the filed trip?
MA.5.A.1.4 :	Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • MA.5.A.1.In.a : Use a grouping strategy to separate (divide) quantities to 50 into equal sets using objects, coins, and pictures with numerals. • MA.5.A.1.Su.a : Use counting and grouping to separate (divide) quantities to 25 into equal sets using objects and pictures with numerals. • MA.5.A.1.Pa.a : Separate groups of objects to 4 into sets with the same quantity and recognize how many are in each set. Remarks/Examples Problem solving may include strategies using rounding and working backward. Example: Mary's school is going to visit a theme park. Mary is in charge of collecting money to buy tickets for her school. One ticket costs $75. Mary collected $ 33,900, but she does not know how many people gave her money. How many tickets can she buy with this money?

MA.5.A.2 BIG IDEA 2

MA.5.A.2.1 :	Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value, or properties. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • MA.5.A.2.In.a : Express, represent, and use fractions—including halves, fourths, and thirds—as parts of a whole and as parts of a set, using number names. • MA.5.A.2.Su.a : Express, represent, and use fractions—including halves and fourths—as parts of a whole and as parts of a set, using number names. • MA.5.A.2.Pa.a : Identify parts of a whole using a set of objects or whole object. Remarks/Examples
	Example: Joe and Anabel ordered pizza. Joe ate ½ of the pizza and Anabel ate 1/3 of the pizza. How much of the pizza was eaten and how much is left over? Fraction circles make a good model for this. To determine how much pizza was eaten altogether, a student may explain that the halves would each need to be split into 3 equal pieces (so that there would be 6 pieces all together) and the thirds would each need to be split into 2 equal pieces (so that there would be 6 pieces all together). Then 3/6 and 2/6 could be combined to see that altogether, 5/6 of the pizza was eaten. When students add 1.45 + 3.24, they should be encouraged to say "five hundredths and 4 hundredths are added to give 9 hundredths, etc." rather than "five plus 4 is 9, etc." Models for adding and subtracting decimals may include base ten

	blocks and ten and hundred grids.
MA.5.A.2.2 :	Add and subtract fractions and decimals fluently, and verify the reasonableness of results, including in problem situations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • MA.5.A.2.In.b : Express, represent, and use whole numbers to 100 in various contexts. • MA.5.A.2.Su.b : Express, represent, and use whole numbers to 30 and ordinal numbers first to fifth in various contexts. • MA.5.A.2.Pa.b : Distinguish half from whole using objects or visual models. Remarks/Examples Example: Two friends share a candy bar that is divided into 12 equal sections. The first friend ate 1/2 of the candy bar. The second friend ate 1/3 of the candy bar. How much of the candy bar left? This is very similar to the situation in MA.5.A.2.1, but a rectangular model might be more appropriate. Students may use inverse operations to self-check sum/difference.
MA.5.A.2.3 :	Make reasonable estimates of fraction and decimal sums and differences, and use techniques for rounding. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • MA.5.A.2.In.c : Compare fractional parts of objects of equal size, including halves, fourths, and thirds. • MA.5.A.2.In.d : Identify place value of two-digit numbers to 99 in terms of tens and ones. • MA.5.A.2.Su.c : Compare fractional parts of objects of equal size, including halves and fourths. • MA.5.A.2.Su.d : Apply the concepts of counting and grouping by tens and ones to identify the value of whole numbers to 30.

	• MA.5.A.2.Pa.c : Compare sets of objects to 5 and determine if they have same or different quantities. Remarks/Examples Remarks: Use a variety of strategies for estimating sums and differences of fractions and decimals including benchmark fractions and decimals, and rounding techniques. Example: Students know that 7/8 + 11/12 is close to 2, because 7/8 and 11/12 are each close to 1. Example: Use appropriate benchmarks to estimate the difference between 1.801 and 1.239, be sure to show all work. Possible Answers: 1.75 – 1.25 = 0.5 OR 1 ¾ - 1 ¼ = ½ Example: Use an appropriate strategy to estimate the total cost for a shirt that costs $5.89 and a pair of shorts that costs $6.34, justify your answer. Possible Answers: If I round each of the cost to the nearest tenth, then $5.90 + $6.30 = $12.20. OR Since one costs slightly less than $6 and the other costs slightly more than $6, I would estimate the total cost to be 2 × $6 = $12.
MA.5.A.2.4 :	Determine the prime factorization of numbers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • MA.5.A.2.In.c : Compare fractional parts of objects of equal size, including halves, fourths, and thirds. • MA.5.A.2.Su.c : Compare fractional parts of objects of equal size, including halves and fourths. • MA.5.A.2.Pa.a : Identify parts of a whole using a set of objects or whole object. Remarks/Examples Finding the least common multiple (LCM) and the greatest common factor (GCF) of two numbers is related to prime factorization. Divisibility rules for numbers such as 2, 3, 4, 5, 6, 9, and 10 may be explored.

MA.5.A.6 Number and Operations

MA.5.A.6.2 :	Use the order of operations to simplify expressions which include exponents and parentheses. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • MA.5.A.6.In.b : Use the associative property as a strategy to solve addition problems with three or more numbers. • MA.5.A.6.Su.b : Use the commutative property as a strategy to check the accuracy of solutions to addition problems. • MA.5.A.6.Pa.b : Recognize when items have been added to or taken away from sets of objects to 5. Remarks/Examples Students look for ( ) first, exponents second, multiplication and division from left to right third, and addition and subtraction from left to right fourth to simplify expressions.
MA.5.A.6.3 :	Describe real-world situations using positive and negative numbers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • MA.5.A.6.In.c : Compare and order numbers to 100 using a number line. • MA.5.A.6.Su.c : Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line. • MA.5.A.6.Pa.c : Solve simple problems involving small quantities using language, such as more, less, and same. Remarks/Examples Students may describe situations such as owing money or measuring elevations above and below sea level to explore negative numbers.
MA.5.A.6.4 :	Compare, order, and graph integers, including integers shown on a number line.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • MA.5.A.6.In.c : Compare and order numbers to 100 using a number line. • MA.5.A.6.Su.c : Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line. • MA.5.A.6.Pa.c : Solve simple problems involving small quantities using language, such as more, less, and same. Remarks/Examples Students may explore negative and positive integers in science class through the following two science benchmarks: SC.5.P.8.1 and SC.5.P.9.1
MA.5.A.6.1 :	Identify and relate prime and composite numbers, factors, and multiples within the context of fractions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • MA.5.A.6.In.a : Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100. • MA.5.A.6.Su.a : Use skip counting by 5s to 30. • MA.5.A.6.Pa.a : Demonstrate one-to-one correspondence to count from 1 to 5 using objects or pictures.
MA.5.A.6.5 :	Solve non-routine problems using various strategies including "solving a simpler problem" and "guess, check, and revise". Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • MA.5.A.6.In.d : Solve real-world addition and subtraction problems with one-digit numbers by estimating and checking for accuracy. • MA.5.A.6.Su.d : Solve real-world problems involving

	addition facts with sums to 25 and related subtraction facts using numerals with pictures. • MA.5.A.6.Pa.c : Solve simple problems involving small quantities using language, such as more, less, and same. Remarks/Examples
	Example: Give each student or pair 36 color tiles. Ask them how many different rectangles they can produce by using all the tiles. Students can use a small number of color tiles to find a pattern (finding the possible factors for the given number) and then apply that knowledge to 36 tiles. Example: Write all the whole numbers from 1 to 25 as addition of consecutive counting numbers. What observations do you have? Can you write every number this way? Be prepared to explain your strategy. [Some students might start with a number and look for consecutive counting numbers, others might start with combinations of consecutive counting numbers to add.]

MA.5.A.4 Algebra

MA.5.A.4.1 :	Use the properties of equality to solve numerical and real world situations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • MA.5.A.4.In.a : Use the concept of equality as a strategy to solve problems. • MA.5.A.4.Su.a : Identify and compare the relationship between two same or different (equal or unequal) sets to 25 using physical and visual models. • MA.5.A.4.Pa.a : Identify items that belong together to form two or more sets with the same quantity (equal). Remarks/Examples

	The properties of equality include: a) If you have a balanced situation, you can add, subtract, multiply or divide by the same number on both sides and the equality stays the same. b) If you have one quantity equal to another, you can substitute that quantity for the other in an equation. Examples: How much does a piece of cake weigh? How much does a coin weigh? Explain how you used properties of equality to determine your answer.  Example: Explain how to determine the answer to: 2+__=5+6 Example: Explain how to solve this equation for x: 3x + 5= 22
MA.5.A.4.2 :	Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • MA.5.A.4.In.b : Describe the meaning of information in a pictograph or bar graph that shows change over time. • MA.5.A.4.Su.b : Identify information displayed on an object graph or pictograph. • MA.5.A.4.Pa.b : Recognize an object graph or pictograph. Remarks/Examples
	In the 2007 Sunshine State Standards for mathematics, continuous line graphs are introduced for the first time in fifth grade. Students relate graphic displays to scenarios involving change over time and vice versa. Example: A bicycle rider starts riding and steadily increases his speed until he is riding 10 mph after 5 minutes. This means that he was riding 0 mph at 0 minutes, 2 mph after 1 minute, 4 mph after 2 minutes, and so forth. After he reaches 10mph, he rides at that rate for 8 minutes. Then he hits a tree and stops suddenly. Draw a graph of the rider's speed versus time during his ride.

	Example: The graph below describes a trip to the store.  Write a story that fits the graph. Explain what happens at each highlighted point.

MA.5.G.3 BIG IDEA 3

MA.5.G.3.1 :	Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • MA.5.G.3.In.a : Identify properties, including number of edges, curved or straight sides, and faces; and match two-dimensional shapes with three-dimensional solids, including circle with sphere, square with cube, and triangle with cone. • MA.5.G.3.Su.a : Identify properties, including number of edges, curved or straight sides, and number of corners (angles), in two- and three-dimensional shapes. • MA.5.G.3.Pa.a : Recognize differences in features related to the shape of two- and three-dimensional objects. Remarks/Examples
	Example: Students use a geometric solid to see that a triangular prism is formed by congruent triangles on parallel planes connected by rectangles. Students draw nets, describe faces, count edges and count vertices and use this data as clues to name solids. Example: Students build or draw models of 3-dimensional solids, and identify the characteristics and 2-dimensional components of 3-dimensional solids.
MA.5.G.3.2 :	Describe, define, and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07

	Belongs to: BIG IDEA 3 **Access Points:** • MA.5.G.3.In.b : Identify the six faces of a three-dimensional rectangular prism or cube using a real object or physical model. • MA.5.G.3.Su.b : Recognize the faces of a three-dimensional object. • MA.5.G.3.Pa.b : Recognize differences in size of two- and three-dimensional objects. Remarks/Examples
	Teachers should develop definitions by interpreting surface area as "covering all surfaces" or "wrapping with no gaps or overlaps" and volume as "filling". Example: Students find the total number of same-sized units of volume needed to fill a prism. Example: Students recognize that the surface area of a cube is the sum of the areas of 6 square regions.

MA.5.G.5 Geometry and Measurement

MA.5.G.5.1 :	Identify and plot ordered pairs on the first quadrant of the coordinate plane. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • MA.5.G.5.In.a : Indicate the relative position, before or after, of whole numbers on a 0 to 100 number line. • MA.5.G.5.Su.a : Indicate the relative position, before or after, of whole numbers on a 1–10 number line. • MA.5.G.5.Pa.a : Count from 1 to 5 using objects or pictures.
MA.5.G.5.2 :	Compare, contrast, and convert units of measure within the same

	dimension (length, mass, or time) to solve problems. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • MA.5.G.5.In.b : Solve real-world problems involving length and weight using tools with standard units. • MA.5.G.5.In.c : Identify time to the minute. • MA.5.G.5.Su.b : Solve real-world problems by using tools and comparing the measurement including length and weight. • MA.5.G.5.Su.c : Identify time to the hour and half-hour. • MA.5.G.5.Pa.b : Identify differences in features of objects, such as shape and size, to solve simple problems. • MA.5.G.5.Pa.c : Indicate the next activity in a daily schedule. Remarks/Examples
	Example: Convert 96 inches to the equivalent length measured in yards. 96 inches = ____ yards Example: Convert 12.5 centimeters to millimeters. 12.5 centimeters = ____ millimeters Students at this level are not expected to convert between different measurement systems.
MA.5.G.5.3 :	Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • MA.5.G.5.In.b : Solve real-world problems involving length and weight using tools with standard units. • MA.5.G.5.Su.b : Solve real-world problems by using tools and comparing the measurement including length and weight. • MA.5.G.5.Pa.b : Identify differences in features of objects,

	such as shape and size, to solve simple problems. Remarks/Examples Students recognize that a smaller unit provides a more precise measure and that precision is determined by the measure being used (for example, if using inches, you can measure to fractional parts of inches). Example: Find the measure of an angle using a protractor. Example: A student measures a table to the nearest foot and then measures the same table to the nearest inch to get a more precise measure.
MA.5.G.5.4 :	Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • MA.5.G.5.In.d : Find the area of rectangles and squares using a visual model, such as a grid. • MA.5.G.5.Su.d : Identify the distance around all sides (perimeter) of squares and rectangles. • MA.5.G.5.Su.e : Compare the size of two square areas using physical models. • MA.5.G.5.Pa.d : Recognize differences in size of large and small areas. Remarks/Examples The formula for the area of a rectangle, "base x height", can be applied to develop formulas for the area of parallelograms, triangles, and trapezoids. Triangles can be constructed from diagonals of parallelograms to explore the formula "base x height divided by 2".

Course: 7712050 Access Mathematics Grade 4-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4996.aspx

BASIC INFORMATION

Course Title:	Access Mathematics Grade 4
Course Number:	7712050
Course Abbreviated Title:	ACCESS MATH GRADE 4
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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 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 fourth grade level. The concepts of joining and separating quantities, patterns, part-to-whole, measurement, equality, and estimation provide a means to analyze 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 • Fractions • Patterns and sequences • Equality/inequality • Attributes of plane and solid figures • Estimation • Measurement • Solving routine and non-routine quantitative problems

RELATED ACCESS POINTS: Independent(18) Supported(20) Participatory(16) Core Content Connector(0)

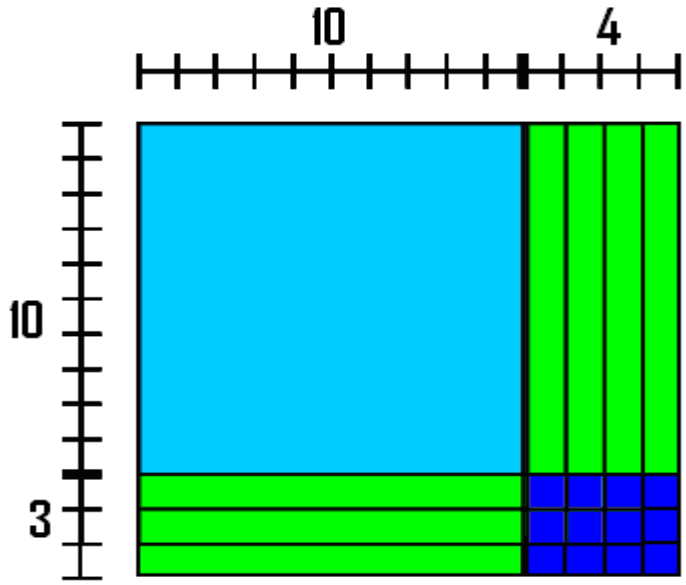
MA.4.A.1.1 :	Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.4.A.1.In.a:** Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals. • **MA.4.A.1.Su.a:** Solve problems that involve combining (multiplying) and separating (dividing) equal sets with quantities to 15 using objects and pictures. • **MA.4.A.1.Pa.a:** Solve simple problems involving joining or separating sets of objects to 4. Remarks/Examples Given real-world problems and accompanying models that include equal-sized groups, arrays, area, and equal intervals on the number line, students should be able to give the multiplication or division basic fact associated with the situation. The goal is to develop quick recall of multiplication facts and related division facts.Basic multiplication facts include the factors 0 through 9. Related division facts include divisors 1 through 9 and dividends 0-81.
MA.4.A.1.2 :	Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1

Access Points:

- **MA.4.A.1.In.b:** Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy.
- **MA.4.A.1.Su.b:** Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs.
- **MA.4.A.1.Pa.b:** Recognize when items have been added to or removed from sets of objects to 4.

Remarks/Examples

Place value and properties of operations and numbers should play major roles in developing strategies for multiplying multi-digit whole numbers. For example, 13 x 14 can be thought of as (10 + 3) x (10 + 4). The Distributive Property can then be applied along with focus on decomposition of numbers to multiply 10 x 10 and 10 x 4 then 3 x 10 and 3 x 4. These partial products are added to find the product of 13 x 14. This process should be connected to the standard algorithm.



13 x 14 = (10 + 3) x (10 + 4) = 10 x 10 + 10 x 4 + 3 x 10 + 3 x 4

MA.4.A.2.1 :	Use decimals through the thousandths place to name numbers between whole numbers. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.4.A.2.In.a:** Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50. • **MA.4.A.2.Su.a:** Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects. • **MA.4.A.2.Pa.a:** Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 4. Remarks/Examples Students may use a place value mat to represent decimal numbers through the thousandths with objects, write the symbolic representation with numerals, and name the decimal represented with words. Students can identify decimal numbers on a number line, write the symbolic representation with numerals, and name the decimal value with words.
MA.4.A.2.2 :	Describe decimals as an extension of the base-ten number system. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.4.A.2.In.a:** Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50. • **MA.4.A.2.Su.a:** Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects. • **MA.4.A.2.Pa.a:** Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 4.

	Remarks/Examples By fourth grade, students should know that the relationship between adjacent places in whole numbers is described by a ten-to-one rule (…, 1000, 100, 10, 1, 0.1, 0.01,...). This relationship should be developed for decimals.
MA.4.A.2.3 :	Relate equivalent fractions and decimals with and without models, including locations on a number line. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.4.A.2.In.b:** Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names. • **MA.4.A.2.Su.b:** Represent half and whole using area and sets of objects. • **MA.4.A.2.Pa.b:** Distinguish parts of objects from whole objects. Remarks/Examples Students can explore equivalency of fractions and decimals by using rulers. Models may include rulers, fraction circles, sets of similar objects, and drawings.
MA.4.A.2.4 :	Compare and order decimals, and estimate fraction and decimal amounts in real-world problems. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.4.A.2.In.b:** Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names. • **MA.4.A.2.Su.c:** Identify half as a part of a whole.

	• **MA.4.A.2.Pa.c:** Recognize a half of an object as part of the whole object. Remarks/Examples Measurements (e.g., lengths) and dollar amounts provide useful contexts for estimating in the real world. Students should understand the relationships and equivalencies between decimals and fractions. . A decimal number may have an equivalent fraction- one where the denominator is (or can be) a power of 10, at this grade level 10, 100, or 1000. They should also be able to represent 5ths as decimals (for example, 3/5= 0.6) and halves as decimals (for example, 7 ½ = 7.5).
MA.4.A.4.1 :	Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.4.A.4.In.a:** Identify and extend growing visual and number patterns using strategies, such as skip counting. • **MA.4.A.4.Su.a:** Identify and copy two-element repeating visual patterns using objects and pictures. • **MA.4.A.4.Pa.a:** Indicate the next step in a pattern or sequence of activities. Remarks/Examples Example 1: A number pattern is: 3, 6, 9, 12, 15, 18... What is an algebraic rule to describe the nth number in the pattern? Example 2: The triangle below is shape 1 and the square is shape 2. This same pattern continues, in which each shape has one more side than the previous shape. How many sides would shape n have, where n can be any natural number? How do you know? 
MA.4.A.4.2 :	Describe mathematics relationships using expressions, equations,

	and visual representations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.4.A.4.In.b:** Describe equal and unequal sets using terms including greater than, less than, and equal to. • **MA.4.A.4.Su.b:** Determine if the number in two sets of objects to 10 are same or different (equal or unequal). • **MA.4.A.4.Pa.b:** Use one-to-one correspondence to compare sets of objects to 4 and determine if they are the same or different (equal or unequal). Remarks/Examples Example: Mr. Sims has 168 oranges. He wants to pack them into boxes with 28 in each box. How many boxes does he need? Use pictures or diagrams to show what is happening in the problem. Record your solution with equations. Example Alex is 4 years older than twice as old as Sam What expression gives Alex's age if you use the variable "*S* " to represent Sam's age?
MA.4.A.4.3 :	Recognize and write algebraic expressions for functions with two operations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.4.A.4.In.c:** Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs. • **MA.4.A.4.Su.c:** Use the rule, 1 more, to identify the next number with numbers 1 to 20. • **MA.4.A.4.Pa.c:** Recognize the quantity of a set of objects to 3 and add 1 more. Remarks/Examples

Regina received $50 from her grandmother as her birthday gift. Her grandfather told her that his Birthday gift will be to give her $5 each month, starting the month after her birthday. Regina decided to save her birthday gifts to buy her favorite music player. The table below illustrates the total amount of gift money that Regina will have received each month. Write an algebraic expression that can be used to show the total amount of money that Regina will have each month.

Month	0	1	2	…	n
Amount of Money	50	50 + 5	50+5 + 5	…	?

MA.4.A.6.1 :

Use and represent numbers through millions in various contexts, including estimation of relative sizes of amounts or distances.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07
Belongs to: Number and Operations

Access Points:

- **MA.4.A.6.In.a:** Express, represent, and use whole numbers 0 to 50 in various contexts.
- **MA.4.A.6.Su.a:** Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.
- **MA.4.A.6.Su.b:** Use ordinal numbers, including first and second, in real-world situations.
- **MA.4.A.6.Pa.a:** Use quantities to 4 represented by objects, pictures, or number names in various contexts.

Remarks/Examples

Students should recognize the difference between distances such as 100 feet and 1,000 feet or 10 km and 200 cm.

MA.4.A.6.2 :

Use models to represent division as:

	• the inverse of multiplication • as partitioning • as successive subtraction Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.4.A.6.In.b:** Use the inverse relationship of addition and subtraction as a strategy to solve problems. • **MA.4.A.6.Su.c:** Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts. • **MA.4.A.6.Pa.b:** Separate groups of objects to 4 into sets with the same quantity. Remarks/Examples The inverse of multiplication: 4 x 45 = 180, 180 ÷ 4 = 45, and 180 ÷ 45 = 4. Partitioning: We can share 180 things (possibly represented by base-ten blocks) evenly among 4 groups and determine the number of items in each group. Successive subtraction: We can find the quotient of 180 ÷45 by repeatedly subtracting 45 and counting the number of groups of 45 subtracted before reaching zero. The area model is a useful model for exploring the inverse relationship between multiplication and division.
MA.4.A.6.3 :	Generate equivalent fractions and simplify fractions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted

	or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.4.A.6.In.c:** Identify the relationship between halves, fourths, and a whole. • **MA.4.A.6.Su.d:** Identify the relationship between half and whole. • **MA.4.A.6.Pa.c:** Match parts to whole objects. Remarks/Examples Earlier work with models of equivalent fractions in grade 3 should help students to develop conceptual understanding for the rules for generating equivalent fractions and simplifying fractions.
MA.4.A.6.4 :	Determine factors and multiples for specified whole numbers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.4.A.6.In.d:** Use skip counting by 5s and 10s to determine amounts to 50. • **MA.4.A.6.Su.e:** Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set. • **MA.4.A.6.Pa.b:** Separate groups of objects to 4 into sets with the same quantity. Remarks/Examples Multiples and factors should be explored as students determine common denominators for fractions. Use models to identify square numbers to 100. Example: You have 28 chairs. Show all of the ways you can arrange these chairs into arrays. Draw the arrays. Record the

	dimensions of the arrays.
MA.4.A.6.5 :	Relate halves, fourths, tenths, and hundredths to decimals and percents. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.4.A.6.In.c:** Identify the relationship between halves, fourths, and a whole. • **MA.4.A.6.Su.d:** Identify the relationship between half and whole. • **MA.4.A.6.Pa.c:** Match parts to whole objects. Remarks/Examples Relate common fractions to equivalent decimals and percents such as: 1/4 = 0.25 = 25%. These representations should be related through both models and symbols.
MA.4.A.6.6 :	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.4.A.6.In.e:** Use strategies such as comparing and grouping to estimate quantities to 20. • **MA.4.A.6.Su.f:** Use strategies such as comparing and grouping to estimate quantities to 10. • **MA.4.A.6.Pa.a:** Use quantities to 4 represented by objects, pictures, or number names in various contexts. Remarks/Examples An example in which an estimate is more appropriate than an exact answer is in estimating the amount of food needed for a party. You know the number of people you invited, but still you need to estimate the amount of food and drink to buy.

MA.4.G.3.1 :	Describe and determine area as the number of same-sized units that cover a region in the plane, recognizing that a unit square is the standard unit for measuring area. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.4.G.3.In.a:** Identify examples of the distance around all sides (perimeter) and area of squares and rectangles in the environment. • **MA.4.G.3.Su.a:** Identify examples of the concept of area in the environment. • **MA.4.G.3.Pa.a:** Identify the sides of a square or rectangle. Remarks/Examples Geoboards, tiles, and grid paper provide helpful contexts for this exploration. The focus is on countable units rather than multiplying dimensions.
MA.4.G.3.2 :	Justify the formula for the area of the rectangle "area = base x height". Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.4.G.3.In.b:** Find the length of the sides and the area of rectangular and square objects using square units. • **MA.4.G.3.Su.b:** Count the number of square units of a rectangle marked with a grid to determine its area. • **MA.4.G.3.Pa.a:** Identify the sides of a square or rectangle. Remarks/Examples The students should be able to justify the formula for the area of the rectangle by explaining how counting units to find area of a rectangle is related to finding the area by multiplying. The idea of the area of a rectangle as "base x height" rather

	than "length x width" is useful in connecting to other area formulas.
MA.4.G.3.3 :	Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.4.G.3.In.c:** Measure whole inches and feet using a ruler to solve real-world linear measurement problems. • **MA.4.G.3.Su.c:** Measure the length of sides of rectangles using whole inches. • **MA.4.G.3.Pa.b:** Recognize differences in the length of the sides of rectangles. Remarks/Examples
	Students should recognize that the area of a piece of paper might be measured in square inches, the area of a room might be measured in square feet, and the area of a large piece of land might be measured in square miles. Alternately, these measurements might be in square centimeters, square meters, and square kilometers, respectively. Example: Students find the area of a composite shape. An L-shaped region may be decomposed into rectangular regions. Example: Find the area of the polygon in the picture. Explain or show how you found the area. 

MA.4.G.5.1 :	Classify angles of two-dimensional shapes using benchmark angles (45°, 90°, 180°, and 360°) Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.4.G.5.In.a:** Locate angles in two-dimensional shapes, including triangles and rectangles. • **MA.4.G.5.Su.a:** Locate angles within a triangle. • **MA.4.G.5.Pa.a:** Recognize corners (angles) in common objects with two-dimensional shapes, such as a square or rectangle. Remarks/Examples Use pictures of real world objects or diagrams of shapes with angles and ask students to classify the given angles by using benchmark angles. Use protractor to draw the angles of 45, 90, 180, and 360 degrees.
MA.4.G.5.2 :	Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.4.G.5.In.b:** Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment. • **MA.4.G.5.Su.b:** Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry). • **MA.4.G.5.Pa.b:** Recognize the two sides of a two-dimensional

	figure created by a central dividing line (symmetry). Remarks/Examples Paper folding, mirrors, and computer technology may be helpful in developing student understanding of these concepts. Simple tessellation of plane may provide engaging opportunities for practice.
MA.4.G.5.3 :	Identify and build a three-dimensional object from a two-dimensional representation of that object and vice versa. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.4.G.5.In.c:** Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres. • **MA.4.G.5.Su.c:** Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere. • **MA.4.G.5.Pa.c:** Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder). Remarks/Examples Example: A cylinder is composed of 2 bases (circles) & a rectangle. A cube is composed of six squares. A sphere is not easily decomposed into basic two dimensional shapes. Provide nets for students to construct 3-dimensional objects. Challenge students to create their own nets using grid paper.

RELATED GLOSSARY TERM DEFINITIONS (69)

Algebraic expression:	An expression that includes at least one variable. Algebraic expressions do not contain equality or inequality symbols (= or ≠).
Algebraic rule:	A mathematical expression that contains variables and describes a pattern or relationship.
Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Area:	The number of square units needed to cover a surface.
Array:	A set of objects or numbers arranged in rows and columns.
Benchmark angles:	The angles 0°, 45°, 90°, 180°, and 360° (for grade 4 students).
Conceptual understanding:	Comprehension of mathematical concepts, operations, and relations. Students with conceptual understanding know why a mathematical idea is important, connect mathematical topics with each other and with other subject areas, and recognize the contexts in which a mathematical idea is useful.
Cube:	Solid figure with six congruent, square faces
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Decimal number:	A number using base ten. Each of the Arabic numerals 0 to 9 is called a decimal digit, and the period placed to the right of the units place in a decimal number is called the decimal point. A decimal fraction is a fraction whose denominator is a positive integer power of ten.
Denominator:	The number b in a fraction a/b. If the fraction is representing a part-whole relationship, denominator is the number of equally-sized parts that make the whole or the complete set.
Difference:	A number that is the result of subtraction
Digit:	A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits.
Dimension:	The number of coordinates used to express a position.
Distributive property:	Multiplying a sum by a number is the same as multiplying each

	addend by the number and then adding the products. [e.g., x(a + b) = ax + bx].
Dividend:	A quantity that is to be divided.
Divisor:	The number by which another number is divided.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Focus:	A special point used to construct and define a conic section.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Interval:	The set of all real numbers between two given numbers. The two numbers on the ends are the endpoints. If the endpoints, a and b are included, the interval is called closed and is denoted [a, b]. If the endpoints are not included, the interval is called open and denoted (a, b). If one endpoint is included but not the other, the interval is denoted [a, b) or (a, b] and is called a half-closed (or half-open interval).
Length:	A one-dimensional measure that is the measurable property of line segments.

Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Numeral:	A symbol representing a number. Hindu-Arabic numerals (0-9) are the ones most commonly used today. Other types include Egyptian, Babylonian, Mayan, Greek, and Roman numerals.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Partial product:	An intermediary product leading to the final result of multiplying two numbers (For example, 24x13 = (20+3)x(10+3) = 20x10 + 20x3 + 3x10 + 3x3, here each latter product (20x10, 20x3, etc.) is a partial product.)
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Place value:	The value of a digit in a number, based on the location of the digit.
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Polygon:	A closed plane figure, having at least three side that are line

	segments and are connected at their endpoints.
Product:	The result of multiplying numbers together.
Quotient:	The result of dividing two numbers.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
Relative size:	The size of one number in comparison to the size of another number or numbers.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: y=5t - 3 Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Sphere:	A three-dimensional figure in which all points on the figure are

	equidistant from a center point.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Symmetry:	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Tessellation:	A covering of a plane with congruent copies of the same pattern with no holes and no overlaps.
Translation:	A transformation in which every point in a figure is moved in the same direction and by the same distance.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in f(x)=2x+1, or a variable might be fixed as in 2x+1=5.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Fraction:	A rational number expressed in the form $^{a}/_{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Whole Number:	The numbers in the set {0, 1, 2, 3, 4, ...}
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).

Course: 7712040 Access Mathematics Grade 3-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4995.aspx

BASIC INFORMATION

Course Title:	Access Mathematics Grade 3
Course Number:	7712040
Course Abbreviated Title:	ACCESS MATH GRADE 3
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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 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 third grade level. The concepts of joining and separating quantities, patterns, part-to-whole, measurement, data comparison and time provide a means to analyze 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 • Fractions • Patterns and sequences • Plane and solid figures • Measurement • Time • Data collection and analysis • Solving routine and non-routine quantitative problems

RELATED ACCESS POINTS: Independent(16) Supported(15) Participatory(11) Core Content Connector(0)

MA.3.A.1.1 :	Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.3.A.1.In.a:** Solve problems that involve combining (multiplying) equal sets with quantities to 18 using objects and pictures with numerals. • **MA.3.A.1.In.b:** Solve addition facts with sums to 18 and related subtraction one-digit fact families using the formal algorithm with numerals and signs (+, -, =). • **MA.3.A.1.Su.a:** Solve problems that involve combining (multiplying) equal sets with sums to 9 using objects and pictures. • **MA.3.A.1.Su.b:** Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures. • **MA.3.A.1.Pa.a:** Solve simple problems involving joining or separating sets of objects to 3. Remarks/Examples
	Repeated addition: 4 bags of cookies with 8 in each bag. How many cookies are there? Multiplicative comparison: Sam has 8 baseball cards. Elise has 8 times as many. How many does Elise have? Array: A marching band has 8 rows with 7 students in each row. How many band members are marching?

	Combination: Patrick is getting dressed for school. He has 4 different colored shirts; blue, red, yellow and green. He has blue, tan and black shorts. How many combinations of a shirt and a pair of shorts can he make? Measurement: There are 35 bugs. You will put 5 bugs in each jar. How many jars will you need? Partitive: You have 72 coins and 9 jars. If you want to place an equal number of coins in each jar, how many coins will you put in each jar?
MA.3.A.1.2 :	Solve multiplication and division fact problems by using strategies that result from applying number properties. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.3.A.1.In.c:** Use one-to-one correspondence, grouping, and counting as strategies to solve real-world problems involving addition facts with sums to 18 and related subtraction facts. • **MA.3.A.1.Su.c:** Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts. • **MA.3.A.1.Pa.a:** Solve simple problems involving joining or separating sets of objects to 3. Remarks/Examples Remarks: The use of multiple strategies might incorporate number properties for both multiplication and division including the commutative property, associative property, distributive property, and the identity property. The zero property of multiplication may also be used to solve problems.

	A problem such as 8 x 6 can be solved by finding 4 x 6 then doubling the product. This strategy uses the associative property in that 8 x 6 = 2 x (4 x 6). The distributive property is applied to 7 x 8 when we find 5 x 8 and add it to 2 x 8. Hence, 7 x 8 = (5 + 2) x 8 = (5 x 8) + (2 x 8). Consider the following solution using the distributive property as a mental math strategy. Given 14 x 5 we may conclude (10+4) x 5= (10 x 5) + (4 x 5) = 50 + 20 = 70. Another application of a mental math strategy using the distributive property may lead one to conclude 19 x 5 = (20 -1) x 5 = (20 x 5) - (5 x 1) = 100 - 5 = 95. Example: Sally and Thomas each have a $5 bill and three $1 bills to spend at the book fair. Together the total amount of money they have can be shown using the expression below. 2 x (3 + 5) Write a different expression that represents the total amount that Sally and Thomas have together. How much money do they have altogether?
MA.3.A.1.3 :	Identify, describe, and apply division and multiplication as inverse operations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.3.A.1.In.d:** Use objects and pictures to represent the inverse relationship between addition and subtraction facts. • **MA.3.A.1.Su.b:** Solve addition facts with sums to 9 and related subtraction facts using numerals with objects and pictures. • **MA.3.A.1.Pa.b:** Recognize when 1 or 2 items have been added to or removed from sets of objects to 3. Remarks/Examples Example: Twenty-four children are going to the circus in 6

	cars. How many children can ride in each car, with the same number of children in each car? Which of the following number sentences can be used to solve this problem? a) 24 - 6 = __ b) 24 + 6 = __ c) __ ÷ 6 = 24 d) 6 x __ = 24
MA.3.A.2.1 :	Represent fractions, including fractions greater than one, using area, set, and linear models. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.3.A.2.In.a:** Represent half and whole using area and sets of objects. • **MA.3.A.2.Su.a:** Recognize part and whole using area and sets of objects. • **MA.3.A.2.Pa.a:** Recognize parts of whole objects and parts of sets of objects. Remarks/Examples
	Examples of area models include circular and rectangular shapes. Area models can also be represented by more unusual shapes. Examples of set models include groups of objects such as counters. Linear models refer to the number line and fraction strips. Example: Arvin ate ½ of a pizza. April ate ½ of a pizza. Arvin claimed that he ate more pizza than April did. Show that Arvin's claim can be correct.
MA.3.A.2.2 :	Describe how the size of the fractional part is related to the number

	of equal sized pieces in the whole. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.3.A.2.In.b:** Identify the relationship between half and whole. • **MA.3.A.2.Su.a:** Recognize part and whole using area and sets of objects. • **MA.3.A.2.Pa.a:** Recognize parts of whole objects and parts of sets of objects. Remarks/Examples For instance, "As the number of equal parts increases, the size of each fractional part decreases." Fractions can also be compared by looking at numerators, such as when comparing 1/5 and 1/6. Since both fractions represent one part of a whole, the size of the parts can be compared. Fifths are larger than sixths so 1/5 is greater than 1/6.
MA.3.A.2.3 :	Compare and order fractions, including fractions greater than one, using models and strategies. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.3.A.2.In.b:** Identify the relationship between half and whole. • **MA.3.A.2.Su.a:** Recognize part and whole using area and sets of objects. • **MA.3.A.2.Pa.a:** Recognize parts of whole objects and parts of sets of objects. Remarks/Examples Strategies include using benchmark fractions and common numerators and denominators. Typical benchmarks for comparing fractions are 0, ½, and 1. Fractions can also be

	compared by looking at numerators, such as when comparing $^{2}/_{5}$ and $^{2}/_{6}$. Since both fractions represent two parts of a whole, the size of the parts can be compared. Fifths are larger than sixths so $^{2}/_{5}$ is greater than $^{2}/_{6}$.
MA.3.A.2.4 :	Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.3.A.2.In.a:** Represent half and whole using area and sets of objects. • **MA.3.A.2.Su.a:** Recognize part and whole using area and sets of objects. • **MA.3.A.2.Pa.a:** Recognize parts of whole objects and parts of sets of objects. Remarks/Examples
	Example: Use your fraction circle set to come up with different combination of the same sized pieces that represent 1/2 of a circle.  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$
MA.3.A.4.1 :	Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.3.A.4.In.a:** Complete growing visual and number patterns.

	• **MA.3.A.4.Su.a:** Match a two-element repeating visual pattern using objects and pictures. • **MA.3.A.4.Pa.a:** Recognize the next step in a simple pattern or sequence of activities. Remarks/Examples Example: Look at the pattern below. Tell in your own words what shape is missing. Explain.  A possible answer would be a seven sided regular polygon because the number of side is increasing by one from left to right. Another possible answer is some polygon with pointy top because the pattern in the top of the shapes is pointy, flat, pointy, flat,... Example: In the sequence of shapes below, the triangle is shape 1 and the square is shape 2. How many sides would the 10^{th} shape have? How do you know? 
MA.3.A.6.1 :	Represent, compute, estimate, and solve problems using numbers through hundred thousands. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.3.A.6.In.a:** Express, represent, and solve problems with cardinal numbers 0 to 30 and ordinal numbers to tenth using sets of objects or pictures, number names, and numerals. • **MA.3.A.6.Su.a:** Express, represent, and solve problems with numbers to 10 using sets of objects and pictures, number names, and numerals. • **MA.3.A.6.Pa.a:** Recognize quantities 1 to 3 using sets of

	objects, pictures, or number names. Remarks/Examples Instructional focus should be placed on estimation through mental computation prior to written calculations. Students should be able to represent numbers with flexibility. For instance, 947 can be thought of as 9 hundreds 4 tens 7 ones, or as 94 tens 7 ones, or as 8 hundreds 14 tens 7 ones.
MA.3.A.6.2 :	Solve non-routine problems by making a table, chart ,or list and searching for patterns. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.3.A.6.In.b:** Apply the concepts of counting and grouping to create sets of tens and ones to identify the value of whole numbers to 30. • **MA.3.A.6.Su.b:** Use one-to-one correspondence to count sets of objects to 10. • **MA.3.A.6.Pa.b:** Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 3. Remarks/Examples Example: A frog in a pit tries to go out. He jumps 3 steps up and then slides 1 step down. If the height of the pit is 21 steps, how many jumps does the frog need to make? Example: Show 5 different combinations of US coins that total 53¢. Example: The 24 chairs in the classroom are arranged in rows with the same number of chairs in each row. List all of the possible ways the chairs can be arranged.

MA.3.G.3.1 :	Describe, analyze, compare, and classify two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connect these ideas to the definition of shapes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.3.G.3.In.a:** Identify attributes, including number of sides, curved or straight sides, and number of corners (angles), in two-dimensional shapes. • **MA.3.G.3.Su.a:** Sort two-dimensional shapes by single attributes, including numbers of sides and curved or straight sides. • **MA.3.G.3.Pa.a:** Recognize common objects with two-dimensional shapes, such as circle and square. Remarks/Examples Polygonal shapes can be classified by the number of sides. For example, quadrilaterals are polygons with four sides. Quadrilaterals can be further classified by other properties, such as the number of parallel pairs of sides (none, one pair or two pair). In the case of two pair of parallel sides, we call it a parallelogram. Note: Angles are classified by comparing them to a right angle as a benchmark. Students should be familiar with the geometric term "diagonal."
MA.3.G.3.2 :	Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07

	Belongs to: BIG IDEA 3 **Access Points:** • **MA.3.G.3.In.b:** Combine (compose) and separate (decompose) two-dimensional shapes to make other shapes. • **MA.3.G.3.Su.b:** Combine (compose) two shapes to make other shapes. • **MA.3.G.3.Pa.a:** Recognize common objects with two-dimensional shapes, such as circle and square. Remarks/Examples Example: With pattern blocks, a trapezoid and a triangle can be combined to form a parallelogram or a large triangle. Also, the hexagon can be decomposed to form two trapezoids, and so forth. Example: One can cut a triangle off of a parallelogram so that, when translated and attached to the other side, the parallelogram becomes a rectangle.
MA.3.G.3.3 :	Build, draw, and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.3.G.3.In.c:** Identify two-dimensional shapes that are the same shape and size (congruent). • **MA.3.G.3.Su.c:** Match two-dimensional shapes that are the same shape and size (congruent). • **MA.3.G.3.Pa.b:** Recognize two-dimensional shapes, including circle and square, that are the same shape and size (congruent). Remarks/Examples Example: Draw a line of symmetry for each of the following:

	 Symmetry mainly includes reflectional symmetry at grade 3. Students should explore that reflectional symmetry produces congruent shapes.
MA.3.G.5.1 :	Select appropriate units, strategies, and tools to solve problems involving perimeter. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.3.G.5.In.a:** Use a ruler to solve problems involving the length of sides of squares and rectangles. • **MA.3.G.5.Su.a:** Use nonstandard measurement units to solve problems for length of sides of squares. • **MA.3.G.5.Pa.a:** Recognize the sides of a square or rectangle. Remarks/Examples Example: Find the perimeter of a football field.
MA.3.G.5.2 :	Measure objects using fractional parts of linear units such as 1/2, 1/4, and 1/10. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.3.G.5.In.b:** Identify half and whole of the length of objects. • **MA.3.G.5.Su.b:** Recognize part and whole of the length of objects. • **MA.3.G.5.Pa.a:** Recognize the sides of a square or rectangle.
MA.3.G.5.3 :	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07

	Belongs to: Geometry and Measurement **Access Points:** • **MA.3.G.5.In.c:** Identify time to hour and half hour using analog and digital clocks. • **MA.3.G.5.Su.c:** Identify concepts of time, including yesterday, today, and tomorrow, by relating activities to the time period. • **MA.3.G.5.Su.d:** Identify the days of the week using a calendar. • **MA.3.G.5.Pa.b:** Recognize part of a day, such as morning or afternoon, associated with a common activity. Remarks/Examples Elapsed time may include days, weeks, months, years, decades, and centuries.
MA.3.S.7.1 :	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Data Analysis **Access Points:** • **MA.3.S.7.In.a:** Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph. • **MA.3.S.7.Su.a:** Sort objects representing data into two labeled categories and count the number in each category. • **MA.3.S.7.Pa.a:** Identify items that belong together to form a set (data). Remarks/Examples Use of addition, subtraction, multiplication, and division of whole numbers should be included during this process.

	At this grade level, students might analyze graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades. The collected data and the intent of the data collection should help to determine the choice of data display.

RELATED GLOSSARY TERM DEFINITIONS (57)

Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Area:	The number of square units needed to cover a surface.
Array:	A set of objects or numbers arranged in rows and columns.
Bar graph:	A graph that uses either vertical or horizontal bars to display countable data
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Benchmark fractions:	The fractions 0, ½, and 1 (for grade 3 students).
Chart:	A data display that presents information in columns and rows.
Compose:	To form by putting together (e.g., a geometric figure or a number).
Concave:	Defines a shape that curves inward; opposite of convex.
Congruent:	Figures or objects that are the same shape and size.
Decompose:	To separate into parts or elements (e.g., geometric figures or numbers).
Denominator:	The number b in a fraction a/b. If the fraction is representing a part-whole relationship, denominator is the number of equally-sized parts that make the whole or the complete set.

Diagonal:	A line segment that joins two non-adjacent vertices in a polygon.
Distributive property:	Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products. [e.g., x(a + b) = ax + bx].
Elapsed time:	The amount of time that passes between two points in time.
Equal:	Having the same value (=).
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Focus:	A special point used to construct and define a conic section.
Frequency table:	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
inverse operation:	An action that undoes a previously applied action. For example, subtraction is the inverse operation of addition.
Line of symmetry:	A line dividing a figure or an arrangement of objects into two parts that are congruent to each other.
Line plot:	A diagram or graph showing frequency of data on a number line.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.

Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Numerator:	The number a in a fraction a/b. If the fraction is representing a part-whole relationship, then the numerator tells how many equal parts of the whole are being considered.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Perimeter:	The distance around a two dimensional figure.
Pictograph:	A data display constructed with pictures or symbols to represent data.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Quadrilateral:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Rectangle:	A parallelogram with four right angles.
Regular polygon:	A polygon that is both equilateral (all sides congruent) and equiangular (all angles congruent).
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Right angle:	An angle whose measure is exactly 90°.
Sequence:	A list of numbers set apart by commas, such as -1, 1, -1, 1, -1, …
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Slide:	A translation, where every point of a figure is moved in the same direction and by the same distance.

Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Symmetry:	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in f(x)=2x+1, or a variable might be fixed as in 2x+1=5.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Convex:	Defines a shape that curves outward; opposite of concave. A geometric figure is convex if every line segment connecting interior points is entirely contained within the figure's interior.
Fraction:	A rational number expressed in the form $^a/_b$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Number Sentence:	A mathematical sentence that includes numbers, operation symbols, and a greater than or less than symbol or an equal sign. Note: 10 + 1 = 11 x 2 = 22 is continuing the number string with violating the equality because 10+1≠22. Therefore, it is not an acceptable representation for an equation or for showing computation with number sentences.
Term:	A number, variable, product, or quotient in an expression (e.g. $5x^2$, -2y, 8). A term is not a sum or difference (For example, 5x2 + 6 has two terms, 5x2 and 6.)
Whole Number:	The numbers in the set {0, 1, 2, 3, 4, ...}

Course: 7712030 Access Mathematics Grade 2-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4994.aspx

BASIC INFORMATION

Course Title:	Access Mathematics Grade 2
Course Number:	7712030
Course Abbreviated Title:	ACCESS MATH GRADE 2
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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 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

RELATED ACCESS POINTS: Independent(21) Supported(15) Participatory(12) Core Content Connector(0)

MA.2.A.1.1 :	Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.2.A.1.In.a:** Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting. • **MA.2.A.1.Su.a:** Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more. • **MA.2.A.1.Pa.a:** Match one object to a designated space to show one-to-one correspondence. Remarks/Examples Example: Represent 2347 by using 3-dimensional base-10 blocks.
MA.2.A.1.2 :	Identify and name numbers through thousands in terms of place value, and apply this knowledge to expanded notation. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.2.A.1.In.b:** Represent numbers to 20 using sets of objects and pictures, number names, and numerals. • **MA.2.A.1.Su.b:** Represent quantities to 5 or more using sets of objects, number names, and numerals. • **MA.2.A.1.Pa.b:** Associate quantities 1 and 2 with number names. Remarks/Examples Name and write in numeral whole numbers through 9,999. Identify the place value of the digits and order the numbers.
MA.2.A.1.3 :	Compare and order multi-digit numbers through the thousands. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1

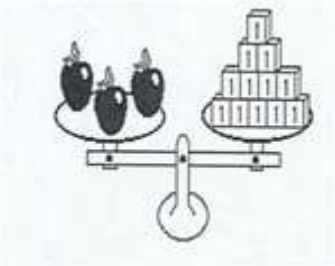
	Access Points: • **MA.2.A.1.In.c:** Identify and use ordinal numbers to fifth. • **MA.2.A.1.In.d:** Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20. • **MA.2.A.1.Su.a:** Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more. • **MA.2.A.1.Pa.a:** Match one object to a designated space to show one-to-one correspondence. Remarks/Examples Students will use less than, equal to, and greater than symbols (<, =, >).
MA.2.A.2.1 :	Recall basic addition and related subtraction facts. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.2.A.2.In.a:** Identify the meaning of the +, -, and = signs in addition and subtraction problems. • **MA.2.A.2.Su.a:** Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects. • **MA.2.A.2.Pa.a:** Compare quantities to 3 using language, such as more, less, or the same. Remarks/Examples Basic facts include addends from zero through nine.
MA.2.A.2.2 :	Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.2.A.2.In.b:** Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with

	sets of pictures. • **MA.2.A.2.Su.b:** Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects. • **MA.2.A.2.Pa.b:** Solve simple real-world problems involving joining or separating small quantities of objects. Remarks/Examples Activities include mental computation. Example: For 141 - 99, the standard algorithm uses regrouping. An invented approach may be to subtract 100 and add 1 (141-100+1). Another invented approach is to add one to both the minuend and subtrahend so that you have 142 - 100, which can be done mentally.
MA.2.A.2.3 :	Estimate solutions to multi-digit addition and subtraction problems through three digits. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.2.A.2.In.b:** Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures. • **MA.2.A.2.Su.b:** Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects. • **MA.2.A.2.Pa.b:** Solve simple real-world problems involving joining or separating small quantities of objects. Remarks/Examples Example: Your friend says that 247 + 65 = 897. Without solving, explain why you think the answer is wrong. Activities include mental computation.
MA.2.A.2.4 :	Solve addition and subtraction problems that involve measurement

	and geometry. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.2.A.2.In.c:** Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including money, measurement, geometry, and other problem situations. • **MA.2.A.2.Su.c:** Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects. • **MA.2.A.2.Pa.b:** Solve simple real-world problems involving joining or separating small quantities of objects. Remarks/Examples For example, students can add two units of the same measure (34 cm + 20 cm) Example: What is the total number of sides in two triangles? 
MA.2.A.4.1 :	Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.2.A.4.In.a:** Identify two-element repeating visual patterns and extend with one repetition. • **MA.2.A.4.Su.a:** Match two-element repeating patterns of sounds, physical movements, and objects. • **MA.2.A.4.Pa.a:** Recognize a repeated pattern of stimuli, such as sounds or lights.

	Remarks/Examples Activities such as skip counting by 2's, 5's, and 10's will help students find multiples of 2, 5, and 10.
MA.2.A.4.2 :	Classify numbers as odd or even and explain why. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.2.A.4.In.d:** Recognize rules for addition functions, including 1 more and 2 more. • **MA.2.A.4.Su.b:** Use the rule, 1 more, to identify the next number with numbers 1 to 5. • **MA.2.A.4.Pa.b:** Use one-to-one correspondence to identify sets of objects with the same amount to 2. Remarks/Examples Example: Is 14 an *even* number or an *odd* number? Explain why. Provide manipulatives (e.g. color tiles, cubes) for students to explore even and odd numbers. 14 is an even number because 14 cubes form a rectangular array with a side of 2. 
MA.2.A.4.3 :	Generalize numeric and non-numeric patterns using words and tables. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.2.A.4.In.b:** Fill in missing items in two-element repeating visual patterns. • **MA.2.A.4.Su.a:** Match two-element repeating patterns of sounds, physical movements, and objects. • **MA.2.A.4.Pa.a:** Recognize a repeated pattern of stimuli, such as sounds or lights.

	Remarks/Examples
	Activities include predicting numbers in a sequence when several terms are skipped. Example: Using the following number sequences, explain in words how you would know what the 9th number could be. 1 2 3 4 5 6 7 8 9 21 19 17 15 ? ? ? ? ? Example: Say the name of each shape, starting from the left.  If you continue saying those words in the same order, what is the 19th word you'll say? Why?
MA.2.A.4.4 :	Describe and apply equality to solve problems, such as in balancing situations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.2.A.4.In.c:** Identify equal and unequal sets of objects and pictures to 20. • **MA.2.A.4.Su.c:** Use one-to-one correspondence to identify sets of objects with the same number to 5. • **MA.2.A.4.Pa.b:** Use one-to-one correspondence to identify sets of objects with the same amount to 2.
	Remarks/Examples
	Jorge made 3 identical apples balance with twelve 1-ounce weights. How much did each apple weigh?



MA.2.A.4.5 :

Recognize and state rules for functions that use addition and subtraction.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: Algebra

Access Points:

- **MA.2.A.4.In.d:** Recognize rules for addition functions, including 1 more and 2 more.
- **MA.2.A.4.Su.b:** Use the rule, 1 more, to identify the next number with numbers 1 to 5.
- **MA.2.A.4.Pa.b:** Use one-to-one correspondence to identify sets of objects with the same amount to 2.

Remarks/Examples

Example: Using the numbers from the in and out chart, find and state the rule in words. What was the input number that gave 14?

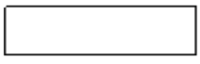
IN	OUT
10	20
5	15
2	12
3	13
?	14

MA.2.A.6.1 :

Solve problems that involve repeated addition.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted

	or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.2.A.6.In.a:** Solve problems involving addition of the same number, such as 1+1 or 2+2 with sums to 10. • **MA.2.A.6.Su.a:** Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting. • **MA.2.A.6.Pa.a:** Solve simple problems involving joining sets of objects with the same quantity to 2. Remarks/Examples Example: John earns $3 per day for 7 days. How much money did he earn? $3 + $3 + $3 + $3 + $3 + $3 +$3 = $21
MA.2.G.3.1 :	Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.2.G.3.In.a:** Use standard units of whole inches to measure the length of objects. • **MA.2.G.3.Su.a:** Measure the length of objects using nonstandard units of measure and count to 5 or more units. • **MA.2.G.3.Pa.a:** Recognize length of real objects, such as big, little, long, or short. Remarks/Examples Example: Measure and compare common objects using metric and customary units of length, such as centimeters and inches.
MA.2.G.3.2 :	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07

	Belongs to: BIG IDEA 3 **Access Points:** • **MA.2.G.3.In.a:** Use standard units of whole inches to measure the length of objects. • **MA.2.G.3.Su.a:** Measure the length of objects using nonstandard units of measure and count to 5 or more units. • **MA.2.G.3.Pa.a:** Recognize length of real objects, such as big, little, long, or short. Remarks/Examples 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.
MA.2.G.3.3 :	Apply the Transitive Property when comparing lengths of objects. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.2.G.3.In.b:** Compare and order objects of different lengths. • **MA.2.G.3.Su.b:** Compare lengths of objects to solve real-world problems. • **MA.2.G.3.Pa.a:** Recognize length of real objects, such as big, little, long, or short. Remarks/Examples The Transitive Property states If object A is longer than object B, and object B is longer than object C, then object A is longer than object C.  

	 Label these objects with A, B, and C according to the statement above.
MA.2.G.3.4 :	Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.2.G.3.In.c:** Select and use a ruler to measure and compare lengths to solve problems. • **MA.2.G.3.Su.b:** Compare lengths of objects to solve real-world problems. • **MA.2.G.3.Pa.a:** Recognize length of real objects, such as big, little, long, or short. Remarks/Examples Activities do not include conversion of units.
MA.2.G.5.1 :	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.2.G.5.In.a:** Match parts with the whole using geometric shapes. • **MA.2.G.5.Su.a:** Identify part and whole of geometric shapes. • **MA.2.G.5.Pa.a:** Recognize parts of common objects. Remarks/Examples Example: Using pattern blocks, how many trapezoids does it take to make a hexagon?

MA.2.G.5.2 :	Identify time to the nearest hour and half hour. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.2.G.5.In.b:** Identify concepts of time, including before, after, yesterday, today, tomorrow, first, and next, by relating activities with the time period. • **MA.2.G.5.In.c:** Identify the days of the week in relation to the calendar. • **MA.2.G.5.In.d:** Identify analog and digital clocks as tools for telling time. • **MA.2.G.5.Su.b:** Identify the concepts of time, including morning, afternoon, before, after, and next, by relating activities with the time period. • **MA.2.G.5.Pa.b:** Recognize common activities that occur at regular times, such as lunch, bedtime, or going to school.
MA.2.G.5.3 :	Identify, combine, and compare values of money in cents up to $1 and in dollars up to $100, working with a single unit of currency. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.2.G.5.In.e:** Identify the purpose of coins and bills. • **MA.2.G.5.Su.c:** Identify coins as money. • **MA.2.G.5.Pa.c:** Associate giving an action or object with receiving an action or object. Remarks/Examples Name the different denominations of coins and bills. Match one coin of one denomination to an equivalent amount of another; in coins. Similarly, match dollar amounts of different denominations and combinations of bills. Activities will include the dollar sign ($) and cent (¢) symbols.
MA.2.G.5.4 :	Measure weight/mass and capacity/volume of objects. Include the

	use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L). Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.2.G.5.In.f:** Compare objects by weight—using terms including heavy and light—and capacity, using terms including holds more and holds less. • **MA.2.G.5.Su.d:** Compare weight of objects using the concepts of heavy and light. • **MA.2.G.5.Pa.d:** Recognize differences in sizes of containers that hold liquids (capacity).

RELATED GLOSSARY TERM DEFINITIONS (40)

Addend:	Any number being added.
Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Array:	A set of objects or numbers arranged in rows and columns.
Capacity:	The amount of space that can be filled in a container. Both capacity and volume are used to measure three-dimensional spaces.
Chart:	A data display that presents information in columns and rows.
Cube:	Solid figure with six congruent, square faces
Customary units:	The units of measure developed, based on units in use in Great Britain before 1824, and used in the United States. Customary units for length are inches, feet, yards, and miles. Customary units for weight are ounces, pounds, and tons. Customary units for volume are cubic inches, cubic feet, and cubic years. Customary units for capacity are fluid ounces, cups, pints, quarts, and gallons.

Digit:	A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits.
Equal:	Having the same value (=).
Equality:	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive (a=a), symmetric (if a=b, then b=a), and transitive (if a=b and b=c, then a=c) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Even number:	An integer that is a multiple of 2.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Geometry:	The branch of mathematics that explores the position, size, and shape of figures.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mass:	The amount of matter of an object.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Numeral:	A symbol representing a number. Hindu-Arabic numerals (0-9) are the ones most commonly used today. Other types include Egyptian, Babylonian, Mayan, Greek, and Roman numerals.
Odd number:	An integer that is not divisible by two without leaving a remainder.
Odds:	The ratio of one event occurring (favorable outcome) to it not occurring (unfavorable outcome) if all outcomes are equally likely.

Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Perimeter:	The distance around a two dimensional figure.
Place value:	The value of a digit in a number, based on the location of the digit.
Procedure:	A specific prescription for carrying out a mathematical task such as adding, multiplying, simplifying, and factoring.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: y=5t - 3 Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Sequence:	A list of numbers set apart by commas, such as -1, 1, -1, 1, -1, …
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Standard algorithm (for division):	A procedure for finding a two- or more-place quotient of a division problem when a two or more-step procedure is used (steps include dividing, multiplying, comparing, subtracting, and regrouping).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Transitive property:	When the first element has a particular relationship to a second element that in turn has the same relationship to a third element; the first has this same relationship to the third element (If a = b and b = c, then a = c.)
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.

Fraction:	A rational number expressed in the form $^{a}/_{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of *x* is paired with a unique value of *y*. More formally, a function from A to B is a relation *f* such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
Whole Number:	The numbers in the set {0, 1, 2, 3, 4, ...}

Course: 7712020 Access Mathematics Grade 1-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4993.aspx

BASIC INFORMATION

Course Title:	Access Mathematics Grade 1
Course Number:	7712020
Course Abbreviated Title:	ACCESS MATH GRADE 1
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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 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

RELATED ACCESS POINTS: Independent(11) Supported(11) Participatory(9) Core Content Connector(0)

MA.1.A.1.1 :	Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend." Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.1.A.1.In.a:** Identify the meaning of addition as adding to and subtraction as taking away from. • **MA.1.A.1.Su.a:** Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects. • **MA.1.A.1.Pa.a:** Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation. Remarks/Examples Teachers should ensure that students focus on conceptual understanding by using manipulatives, words, or pictures, and limiting the use of formal algorithms.
MA.1.A.1.2 :	Identify, describe, and apply addition and subtraction as inverse operations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.1.A.1.In.a:** Identify the meaning of addition as adding to and subtraction as taking away from. • **MA.1.A.1.Su.a:** Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects. • **MA.1.A.1.Pa.a:** Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation. Remarks/Examples Example: 4 + 2 = 6 and 6 - 2 = 4.

	Example: List three other facts using addition or subtraction that are related to 3 + 5 = 8. Example: I have 8 marbles. Some are red. Some are blue. How many of each could I have? How many red marbles? How many blue marbles? Find as many combinations as you can.
MA.1.A.1.3 :	Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.1.A.1.In.b:** Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures. • **MA.1.A.1.Su.b:** Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5. • **MA.1.A.1.Pa.b:** Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more. Remarks/Examples Example: 2 + 3 = 5 and 3 + 2 = 5 (Commutative Property) Example: 2 + (3 + 1) = 6 and (2 + 3) + 1 = 6 (Associative Property) Example: 7 + 8 = 7 + 7 + 1 (doubles + 1) Example: 9 + 4 = 10 + 3 (Using ten as a friendly number to add and subtract)
MA.1.A.1.4 :	Use counting strategies, number patterns, and models as a means for

	solving basic addition and subtraction fact problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.1.A.1.In.b:** Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures. • **MA.1.A.1.Su.b:** Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5. • **MA.1.A.1.Pa.b:** Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more. Remarks/Examples Decomposing considered key for understanding the addition and subtraction relationship. Teachers should include one-step word problems. Strategies include: Doubles, Doubles + 1, Doubles - 1, Grouping 10s, Counting on, and Counting back Example: 6 + 7 = 13, 6 + 6 + 1 = 13 Example: 13 - 7 = 6 and (13 - 3) - 4 = 6 (using the knowledge that 3 + 4 = 7)
MA.1.A.2.1 :	Compare and order whole numbers at least to 100. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.1.A.2.In.a:** Compare and order numbers 1 to 10. • **MA.1.A.2.Su.a:** Use one-to-one correspondence to compare sets of objects to 5. • **MA.1.A.2.Pa.a:** Associate quantities with language, such as many, a lot, or a little.

	Remarks/Examples Example: Is 86 larger than 68? Example: State whether 29 is larger than 38 or smaller than 38. Example: Name a number that comes between 70 and 75. Example: What number comes after 29?
MA.1.A.2.2 :	Represent two digit numbers in terms of tens and ones. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.1.A.2.In.b:** Use one-to-one correspondence to count sets of objects or pictures to 10. • **MA.1.A.2.Su.b:** Use one-to-one correspondence to count sets of objects to 5 arranged in a row. • **MA.1.A.2.Pa.a:** Associate quantities with language, such as many, a lot, or a little. Remarks/Examples Example: How many tens and how many ones are in fifty-six? Explain your answer.
MA.1.A.2.3 :	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.1.A.2.In.c:** Represent numbers to 10 using sets of objects and pictures, number names, and numerals. • **MA.1.A.2.Su.c:** Represent quantities to 5 using sets of objects and number names. • **MA.1.A.2.Pa.b:** Recognize rote counting 1 to 3. Remarks/Examples Vocabulary should include use of the words: greater, greatest, smaller, and smallest. Show position of given whole numbers on the number line.

	Given a starting number and ending number on the number line, students decide whether to go left or right to get from the starting number to the ending number. Example: Arrange the numbers 5, 2, 9 in order from greatest to least.
MA.1.A.4.1 :	Extend repeating and growing patterns, fill in missing terms, and justify reasoning. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.1.A.4.In.a:** Match a two-element repeating visual pattern. • **MA.1.A.4.Su.a:** Match objects by single attributes, such as color, shape, or size. • **MA.1.A.4.Pa.a:** Recognize two objects that are the same size or color. Remarks/Examples The student gains an understanding of skip counting. Example 1: What number comes next in this pattern {3, 6, 9, 12, 15, __}? Why? Example 2: What shape is missing in this pattern? Explain your answer. 
MA.1.A.6.1 :	Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07 Belongs to: Number and Operations

	Access Points: • **MA.1.A.6.In.a:** Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures. • **MA.1.A.6.Su.a:** Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5. • **MA.1.A.6.Pa.a:** Solve simple problems involving putting together and taking apart small quantities of objects. Remarks/Examples Invented and standard algorithms should be explored to help students reason about joining, separating and comparing numbers, and about the relationship between tens and ones. Example: Adding 27 and 15, a student might reason that 27 is 20 + 7 and that 15 is 10 + 5. In determining the result, they combine 20 + 10=30 and 7 + 5 =12. The final answer involves the simpler addition problem of 30 + 12 is 42. Activities should include contexts such as money.
MA.1.A.6.2 :	Solve routine and non-routine problems by acting them out, using manipulatives, and drawing diagrams. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: Number and Operations **Access Points:** • **MA.1.A.6.In.a:** Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures. • **MA.1.A.6.Su.a:** Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5. • **MA.1.A.6.Pa.a:** Solve simple problems involving putting together and taking apart small quantities of objects. Remarks/Examples Students should be able to explain and justify their reasoning.

MA.1.G.3.1 :	Use appropriate vocabulary to compare shapes according to attributes and properties such as number and lengths of sides and number of vertices. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.1.G.3.In.a:** Sort and describe two-dimensional shapes by single attributes, such as number of sides and straight or round sides. • **MA.1.G.3.Su.a:** Match and name common two-dimensional objects by shape, including square and circle. • **MA.1.G.3.Pa.a:** Recognize common objects with two-dimensional shapes, such as circle or square. Remarks/Examples Activities should include classification of shapes.
MA.1.G.3.2 :	Compose and decompose plane and solid figures, including making predictions about them, to build an understanding of part-whole relationships and properties of shapes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.1.G.3.In.b:** Combine two shapes to make another shape and identify the whole-part relationship. • **MA.1.G.3.Su.b:** Sort common two- and three-dimensional objects by size, including big and little. • **MA.1.G.3.Pa.b:** Recognize common three-dimensional objects, such as balls (spheres) or blocks (cubes). Remarks/Examples Example of composing: The student puts two congruent isosceles triangles together to make a rhombus. Students can decorate necklaces by composing triangles (or other shapes) and find number of triangles or rhombuses needed for different necklaces with different lengths.

	 Example of decomposing: The student notices that a regular hexagon can be decomposed into two trapezoids or six triangles. 
MA.1.G.5.1 :	Measure by using iterations of a unit, and count the unit measures by grouping units. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.1.G.5.In.a:** Measure length of objects using nonstandard units of measure and count the units. • **MA.1.G.5.Su.a:** Measure length of objects using nonstandard units of measure. • **MA.1.G.5.Pa.a:** Recognize similarities and differences in size of common objects. Remarks/Examples Measuring by using iterations involves multiple copies of a unit placed end-to-end and then counting the unit measures by grouping units. Use manipulatives such as cubes, rods, or other objects in the counting process.
MA.1.G.5.2 :	Compare and order objects according to descriptors of length, weight, and capacity. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.1.G.5.In.b:** Compare objects by concepts of length—using terms, such as longer, shorter, and same—and capacity, using terms, such as full and empty. • **MA.1.G.5.Su.b:** Compare objects by length using terms, such as long and short. • **MA.1.G.5.Pa.a:** Recognize similarities and differences in size

	of common objects. Remarks/Examples Descriptors of length would include words such as short, shorter, shortest, long, longer, longest, tall, taller, tallest, and high, higher, highest. Similar descriptors are used for weight and capacity. Activities should include the use of simple approximations to measure lengths and weights

RELATED GLOSSARY TERM DEFINITIONS (32)

Addend:	Any number being added.
Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Associative property:	The way in which three or more numbers are grouped for addition or multiplication does not change their sum or product, respectively [e.g., (5 + 6) + 9 = 5 + (6 + 9) or (2 x 3) x 8 = 2 x (3 x 8)].
Attribute:	A quality or characteristic, such as color, thickness, size, and shape.
Capacity:	The amount of space that can be filled in a container. Both capacity and volume are used to measure three-dimensional spaces.
Compose:	To form by putting together (e.g., a geometric figure or a number).
Conceptual understanding:	Comprehension of mathematical concepts, operations, and relations. Students with conceptual understanding know why a mathematical idea is important, connect mathematical topics with each other and with other subject areas, and recognize the contexts in which a mathematical idea is useful.
Congruent:	Figures or objects that are the same shape and size.
Cube:	Solid figure with six congruent, square faces
Decompose:	To separate into parts or elements (e.g., geometric figures or

	numbers).
Digit:	A symbol used to name a number. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. In the number 49, 4 and 9 are digits.
Focus:	A special point used to construct and define a conic section.
inverse operation:	An action that undoes a previously applied action. For example, subtraction is the inverse operation of addition.
Isosceles triangle:	A triangle with at least two congruent sides and two congruent angles. An equilateral triangle is a special case of an isosceles triangle having not just two, but all three sides and angles equal.
Length:	A one-dimensional measure that is the measurable property of line segments.
Magnitude:	The amount of a quantity. Magnitude is never negative.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).

Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Solid figures:	Three-dimensional figures that completely enclose a portion of space (e.g., a rectangular prism, cube, sphere, right circular cylinder, right circular cone, and square pyramid).
Standard algorithm (for division):	A procedure for finding a two- or more-place quotient of a division problem when a two or more-step procedure is used (steps include dividing, multiplying, comparing, subtracting, and regrouping).
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Commutative property:	The order in which two numbers are added or multiplied does not change their sum or product, respectively (e.g., $2 + 3 = 3 + 2$, or $4 \times 7 = 7 \times 4$).
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
Whole Number:	The numbers in the set {0, 1, 2, 3, 4, ...}

Course: 7712015 Access Mathematics - Grade Kindergarten-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4992.aspx

BASIC INFORMATION

Course Title:	Access Mathematics - Grade Kindergarten
Course Number:	7712015
Course Abbreviated Title:	ACCESS MATH GRADE K
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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 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

RELATED ACCESS POINTS: Independent(10) Supported(11) Participatory(9) Core Content Connector(0)

MA.K.A.1.1 :	Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.K.A.1.In.a:** Represent quantities to 5 using sets of objects and number names. • **MA.K.A.1.Su.a:** Represent quantities to 3 using sets of objects and number names. • **MA.K.A.1.Pa.a:** Indicate desire for more of an action or object. • **MA.K.A.1.Pa.b:** Indicate desire for no more of an action or object. Remarks/Examples Example: Have 20 plastic cups with numbers 1 through 20 on them. Have each student fill one cup with number of beans written on the cup.
MA.K.A.1.2 :	Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.K.A.1.In.b:** Use one-to-one correspondence to count and compare sets of objects to 5. • **MA.K.A.1.Su.b:** Use one-to-one correspondence to count sets of objects to 3. • **MA.K.A.1.Pa.c:** Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more. Remarks/Examples Students will compare sets by ordering numbers, by using

	concrete objects and by using appropriate language such as none, more than, fewer than, same number of, and one more than.
MA.K.A.1.3 :	Solve word problems involving simple joining and separating situations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1 **Access Points:** • **MA.K.A.1.Su.c:** Solve problems with up to 3 objects involving simple joining (putting together) situations. • **MA.K.A.1.Pa.c:** Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more. Remarks/Examples Students will use pictures and manipulatives to solve addition and subtraction problems.
MA.K.A.4.1 :	Identify and duplicate simple number and non-numeric repeating and growing patterns. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Algebra **Access Points:** • **MA.K.A.4.In.a:** Match two-element repeating patterns of sounds, physical movements, and objects. • **MA.K.A.4.Su.a:** Match identical sounds, physical movements, and objects. • **MA.K.A.4.Pa.a:** Recognize two objects that are identical to each other. Remarks/Examples Students will complete patterns according to shape, size, and color. Consider up to two attributes at a time.
MA.K.G.2.1 :	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.K.G.2.In.a:** Sort objects by single attributes, including shape and size. • **MA.K.G.2.Su.a:** Sort common objects by size. • **MA.K.G.2.Pa.a:** Recognize a common object with a two-dimensional shape. • **MA.K.G.2.Pa.b:** Recognize a common three-dimensional object. Remarks/Examples Students will use manipulatives. Position descriptions will include relative positions of objects in space such as beside, inside, outside, next to, above, and below.
MA.K.G.2.2 :	Identify, name, describe and sort basic two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.K.G.2.In.b:** Match and name two-dimensional shapes, including circle and square. • **MA.K.G.2.Su.b:** Identify square objects or pictures when given the name. • **MA.K.G.2.Pa.a:** Recognize a common object with a two-dimensional shape. Remarks/Examples Descriptions of attributes of 2-Dimensional shapes include the number of sides and the number of vertices. Students will reproduce the shapes by drawing pictures. Teachers should restrict hexagons and trapezoids to regular hexagons and isosceles trapezoids.

	 regular hexagon  isosceles trapezoid
MA.K.G.2.3 :	Identify, name, describe, and sort three-dimensional shapes such as spheres, cubes and cylinders. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.K.G.2.In.c:** Match examples of three-dimensional objects, such as balls (spheres) and blocks (cubes). • **MA.K.G.2.Su.c:** Identify three-dimensional objects, such as a block (cube) or ball (sphere). • **MA.K.G.2.Pa.b:** Recognize a common three-dimensional object. Remarks/Examples Students will use manipulatives and real-world objects.
MA.K.G.2.4 :	Interpret the physical world with geometric shapes, and describe it with corresponding vocabulary. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.K.G.2.In.d:** Identify shapes, including circle and square, in the environment. • **MA.K.G.2.Su.d:** Identify square shapes in the environment when given the name. • **MA.K.G.2.Pa.a:** Recognize a common object with a two-dimensional shape. • **MA.K.G.2.Pa.b:** Recognize a common three-dimensional object. Remarks/Examples Students will use everyday examples to represent geometric

	shapes such as the edge of a clock to represent a circle and the edge of a ceiling tile to represent a rectangle.
MA.K.G.2.5 :	Use basic shapes, spatial reasoning, and manipulatives to model objects in the environment and to construct more complex shapes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2 **Access Points:** • **MA.K.G.2.In.e:** Identify spatial relationships, including in, out, up, down, top, bottom, on, and off. • **MA.K.G.2.Su.e:** Identify spatial relationships, including on, off, up, and down. • **MA.K.G.2.Pa.c:** Recognize a movement that reflects a spatial relationship, such as up and down. Remarks/Examples Students will create new objects from a set of given shapes. Students will reproduce a model by selecting the shapes represented in the model. For example, students may choose to create a representation of a house using a square and a triangle. 
MA.K.G.3.1 :	Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3 **Access Points:** • **MA.K.G.3.In.a:** Compare overall size and length of objects and describe using terms, such as big, small, long, and short. • **MA.K.G.3.Su.a:** Identify size of objects using terms, such as big and little. • **MA.K.G.3.Pa.a:** Recognize differences in size of objects.

	Remarks/Examples Direct means that one object is compared to another. Example: The length of two crayons is compared to by placing them next to each other and stating which one is longer or shorter. Indirect means that a measurement is provided to allow the comparison. Example: One student's height is marked on the wall. Another student's height is marked on the wall. The two marks are compared to determine their relative height.
MA.K.G.5.1 :	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement **Access Points:** • **MA.K.G.5.In.a:** Identify concepts of time, including day, night, morning, and afternoon, by relating activities to a time period. • **MA.K.G.5.Su.a:** Identify concepts of time, including day and night, by relating daily events to a time period. • **MA.K.G.5.Pa.a:** Recognize common activities that occur every day.

RELATED GLOSSARY TERM DEFINITIONS (21)

Attribute:	A quality or characteristic, such as color, thickness, size, and shape.
Cube:	Solid figure with six congruent, square faces
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.

Edge:	A line segment where two faces of a polyhedron meet.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Hexagon (wolfram):	Is a six-sided polygon.
Length:	A one-dimensional measure that is the measurable property of line segments.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Ordinal number:	A number that names the place or position of an object in a sequence or set.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Rectangle:	A parallelogram with four right angles.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Sphere:	A three-dimensional figure in which all points on the figure are equidistant from a center point.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Triangle:	A polygon with three sides.

Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.

Course: 7710016 Access Language Arts - Grade 5-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4991.aspx

BASIC INFORMATION

Course Title:	Access Language Arts - Grade 5
Course Number:	7710016
Course Abbreviated Title:	ACCESS LANG ART - 5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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. **Subject Relevance:** The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities. The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic

	subject area dealing with communication by developing comprehension and use of written and oral language. Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology. Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products. In Addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are “worth a thousand words” to tell a story or share an experience. In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life’s typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life. **Access Language Arts - Grade Five** **Major Concepts/Content:** The content is intended to develop or expand the student’s understanding of:

	• The reading process • Literary analysis • The writing process • Writing applications • Communication • Information and media literacy

RELATED ACCESS POINTS: Independent(75) Supported(64) Participatory(44) Core Content Connector(0)

LA.5.1.4.1 :	The student will understand spelling patterns; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.5.1.4.In.a:** Identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs. • **LA.5.1.4.Su.a:** Identify, blend, and segment initial, final, and medial phonemes in CVC and CVCe words. • **LA.5.1.4.Pa.a:** Respond to pictures or symbols paired with spoken words in daily activities.
LA.5.1.4.2 :	The student will recognize structural analysis; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.5.1.4.In.b:** Decode words with consonant and vowel digraphs and common vowel diphthongs. • **LA.5.1.4.In.c:** Decode compound words and contractions. • **LA.5.1.4.In.d:** Recognize words with possessives and inflections (ed, ing). • **LA.5.1.4.In.g:** Recognize common abbreviations. • **LA.5.1.4.Su.b:** Decode phonetically regular words with common long and short vowel spelling patterns. • **LA.5.1.4.Su.c:** Recognize high frequency sight words.

	• **LA.5.1.4.Pa.a:** Respond to pictures or symbols paired with spoken words in daily activities.
LA.5.1.4.3 :	The student will use language structure to read multi-syllabic words in text. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.5.1.4.In.e:** Decode phonetically regular multisyllabic words. • **LA.5.1.4.In.f:** Recognize high frequency words with irregular spellings. • **LA.5.1.4.In.h:** Use self correction when subsequent reading indicates an earlier misreading. • **LA.5.1.4.Su.d:** Use self correction when subsequent reading indicates an earlier misreading. • **LA.5.1.4.Pa.a:** Respond to pictures or symbols paired with spoken words in daily activities.
LA.5.1.5.1 :	The student will demonstrate the ability to read grade level text; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.5.1.5.In.a:** Read text with high frequency sight words and phonetically regular words with accuracy. • **LA.5.1.5.Su.a:** Read simple text with high frequency sight words and phonetically regular words with accuracy. • **LA.5.1.5.Pa.a:** Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. • **LA.5.1.5.Pa.b:** Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.
LA.5.1.5.2 :	The student will adjust reading rate based on purpose, text difficulty, form, and style. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.5.1.5.In.a:** Read text with high frequency sight words and

	phonetically regular words with accuracy. • **LA.5.1.5.Su.a:** Read simple text with high frequency sight words and phonetically regular words with accuracy. • **LA.5.1.5.Pa.a:** Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. • **LA.5.1.5.Pa.b:** Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.
LA.5.1.6.1 :	The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.a:** Use new vocabulary that is introduced and taught directly • **LA.5.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.10 :	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.i:** Determine the meaning of unknown words using a picture dictionary and digital tools. • **LA.5.1.6.Su.g:** Use information from print or visual reference materials to determine the meaning of unknown words. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.11 :	The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development

	Access Points: • **LA.5.1.6.In.f:** Identify the meaning of words using knowledge of tense (ed, ing), plural endings, and regular contractions. • **LA.5.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.2 :	The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.b:** Listen to, read, and discuss stories and informational text • **LA.5.1.6.Su.b:** Listen to, read, and talk about stories and informational text. • **LA.5.1.6.Pa.b:** Listen and respond to stories and informational text.
LA.5.1.6.3 :	The student will use context clues to determine meanings of unfamiliar words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.c:** Use context clues and graphics to determine meanings of unknown words. • **LA.5.1.6.Su.c:** Use context clues and illustrations to determine meanings of unknown words. • **LA.5.1.6.Pa.d:** Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.
LA.5.1.6.4 :	the student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.d:** Categorize key vocabulary. • **LA.5.1.6.Su.d:** Categorize key vocabulary. • **LA.5.1.6.Pa.c:** Identify persons, objects, and actions by name in daily

	activities.
LA.5.1.6.5 :	The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.e:** Relate new vocabulary to familiar words. • **LA.5.1.6.Su.e:** Relate new vocabulary to familiar words. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.6 :	The student will identify shades of meaning in related words (e.g., blaring, loud); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.e:** Relate new vocabulary to familiar words. • **LA.5.1.6.Su.e:** Relate new vocabulary to familiar words. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.7 :	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.f:** Identify the meaning of words using knowledge of tense (ed, ing), plural endings, and regular contractions. • **LA.5.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.8 :	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.g:** Identify common synonyms, antonyms, and homonyms. • **LA.5.1.6.Su.f:** Identify common synonyms, antonyms, and compound words using pictures. • **LA.5.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.5.1.6.9 :	The student will determine the correct meaning of words with multiple meanings in context; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.5.1.6.In.h:** Identify the correct meaning of a word with multiple meanings in context • **LA.5.1.6.Su.c:** Use context clues and illustrations to determine meanings of unknown words. • **LA.5.1.6.Pa.d:** Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.
LA.5.1.7.1 :	The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.a:** Preview text features (e.g., illustrations, title, headings, captions)and use prior knowledge to make predictions of content and purpose of text. • **LA.5.1.7.Su.a:** Preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text. • **LA.5.1.7.Pa.a:** Identify illustrations of characters or objects in readaloud stories or informational text.
LA.5.1.7.2 :	The student will identify the authors purpose (e.g., to persuade, inform,

	entertain, explain) and how an authors perspective influences text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.b:** Identify the author's purpose (e.g., to tell a story, give information, entertain) using key words, phrases, and graphics in text; • **LA.5.1.7.Su.b:** Sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something). • **LA.5.1.7.Pa.b:** Respond to feelings expressed in readaloud stories and informational text.
LA.5.1.7.3 :	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.c:** Identify explicit information in text, including but not limited to main idea what, where, when, how, why), and sequence of events. • **LA.5.1.7.Su.c:** Identify explicit ideas and information in text, including but not limited to main idea or topic , supporting details (e.g., who, what, where, when), and sequence of events in readaloud stories and informational text. • **LA.5.1.7.Pa.b:** Respond to feelings expressed in readaloud stories and informational text. Remarks/Examples SS.5.C.1.1 Explain how and why the United States government was created.
LA.5.1.7.4 :	The student will identify cause-and-effect relationships in text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:**

	• **LA.5.1.7.In.d:** Identify cause and effect relationships in stories and informational text. • **LA.5.1.7.Su.d:** Identify explicit cause/effect relationships in readaloud stories and informational text. • **LA.5.1.7.Pa.d:** Use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities.
LA.5.1.7.5 :	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.e:** Identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text. • **LA.5.1.7.Su.c:** Identify explicit ideas and information in text, including but not limited to main idea or topic , supporting details (e.g., who, what, where, when), and sequence of events in readaloud stories and informational text. • **LA.5.1.7.Pa.b:** Respond to feelings expressed in readaloud stories and informational text.
LA.5.1.7.6 :	The student will identify themes or topics across a variety of fiction and nonfiction selections; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.f:** Identify the essential message or topic in text. • **LA.5.1.7.Su.e:** Identify statements of the main idea or topic in readaloud text. • **LA.5.1.7.Pa.c:** Respond accurately and consistently to pictures or symbols paired with words in familiar readaloud stories and informational text.
LA.5.1.7.7 :	The student will compare and contrast elements in multiple texts; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.g:** Identify similarities and differences in elements (e.g., characters, objects, actions) within a text. • **LA.5.1.7.Su.f:** Identify differences in characters, actions, and objects in text. • **LA.5.1.7.Pa.c:** Respond accurately and consistently to pictures or symbols paired with words in familiar readaloud stories and informational text.
LA.5.1.7.8 :	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.5.1.7.In.h:** Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. • **LA.5.1.7.Su.g:** Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. • **LA.5.1.7.Pa.e:** Use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
LA.5.2.1.1 :	The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.a:** Distinguish among common forms of literature (e.g., stories, poetry, drama).

	• **LA.5.2.1.Su.a:** Identify common forms of literature (e.g., stories, poetry); • **LA.5.2.1.Pa.a:** Identify characters, objects, and actions in readaloud literature.
LA.5.2.1.2 :	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.b:** Identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/solution) in a variety of fiction. • **LA.5.2.1.Su.b:** Identify characters, settings, actions, and events in readaloud fiction. • **LA.5.2.1.Pa.a:** Identify characters, objects, and actions in readaloud literature.
LA.5.2.1.3 :	The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.c:** Identify rhyme, repetition, rhythm, and descriptive language in poetry. • **LA.5.2.1.Su.c:** Identify rhyme, repetition, and rhythm in poetry. • **LA.5.2.1.Pa.b:** Respond to differences in rhythm in familiar poetry or songs.
LA.5.2.1.4 :	The student will identify an author's theme, and use details from the text to explain how the author developed that theme; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.d:** Identify the main topic or essential message of a familiar

	literary selection. • **LA.5.2.1.Su.d:** Match familiar literature selections to a topic. • **LA.5.2.1.Pa.a:** Identify characters, objects, and actions in readaloud literature.
LA.5.2.1.5 :	The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.e:** Demonstrate understanding of a literature selection by describing how it connects to life experiences. • **LA.5.2.1.Su.e:** Contribute to a group response connecting characters, actions, settings, or events in readaloud literature to life experiences. • **LA.5.2.1.Pa.c:** Use pictures, symbols, or words to identify characters, objects, and actions from familiar readaloud stories.
LA.5.2.1.6 :	The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.f:** Write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection. • **LA.5.2.1.Su.f:** Produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a readaloud story. • **LA.5.2.1.Pa.c:** Use pictures, symbols, or words to identify characters, objects, and actions from familiar readaloud stories.
LA.5.2.1.7 :	The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction

	Access Points: • **LA.5.2.1.In.g:** Recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar); • **LA.5.2.1.Su.g:** Recognize the meaning of figurative language (e.g., raining cats and dogs). • **LA.5.2.1.Pa.a:** Identify characters, objects, and actions in readaloud literature.
LA.5.2.1.8 :	The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.h:** Distinguish between examples of past and present language used in stories. • **LA.5.2.1.Su.h:** Recognize language used in stories that indicates past events. • **LA.5.2.1.Pa.a:** Identify characters, objects, and actions in readaloud literature.
LA.5.2.1.9 :	The student will use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.5.2.1.In.i:** Select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. • **LA.5.2.1.Su.i:** Select fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. • **LA.5.2.1.Pa.d:** Select fiction materials to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.

LA.5.2.2.1 :	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.5.2.2.In.a:** Obtain information from text features (e.g., illustrations, title, headings, captions). • **LA.5.2.2.Su.a:** Obtain information from text features (e.g., illustrations, title, headings, captions). • **LA.5.2.2.Pa.a:** Identify pictures, symbols, or words used in daily classroom activities.
LA.5.2.2.2 :	The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.5.2.2.In.b:** Use explicit information from nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why) • **LA.5.2.2.Su.b:** Use explicit information from readaloud nonfiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when). • **LA.5.2.2.Pa.b:** Respond purposefully to pictures, symbols and informational text used in daily activities.
LA.5.2.2.3 :	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.5.2.2.In.c:** Organize information to show understanding (e.g., using simple graphic organizers). • **LA.5.2.2.Su.c:** Organize information to show understanding (e.g., using pictures or symbols).

	• **LA.5.2.2.Pa.c:** Recognize pictures, or symbols paired with words in informational text (nonfiction) used in daily activities.
LA.5.2.2.4 :	The student will identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.5.2.2.In.d:** Identify a variety of nonfiction text (e.g., reference materials, picture dictionary, children's newspapers); • **LA.5.2.2.Su.d:** Identify nonfiction print materials (e.g., calendar, schedule, environmental print). • **LA.5.2.2.Pa.d:** Select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.
LA.5.2.2.5 :	The student will use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.5.2.2.In.e:** Select a variety of nonfiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge. • **LA.5.2.2.Su.e:** Select nonfiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge. • **LA.5.2.2.Pa.d:** Select nonfiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.
LA.5.3.1.1 :	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting

	Access Points: • **LA.5.3.1.In.a:** Generate ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion). • **LA.5.3.1.Su.a:** Generate ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text. • **LA.5.3.1.Pa.a:** Select pictures, symbols, or words to use when communicating in classroom activities.
LA.5.3.1.2 :	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.5.3.1.In.b:** Identify the purpose (e.g., inform, tell a story) and the intended audience for writing. • **LA.5.3.1.Su.b:** Identify the purpose (e.g., inform, tell a story) and the intended audience for writing. • **LA.5.3.1.Pa.a:** Select pictures, symbols, or words to use when communicating in classroom activities.
LA.5.3.1.3 :	The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.5.3.1.In.c:** Use graphic organizers or charts to make a plan for writing. • **LA.5.3.1.Su.a:** Generate ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text. • **LA.5.3.1.Pa.a:** Select pictures, symbols, or words to use when communicating in classroom activities.
LA.5.3.2.1 :	The student will draft writing by using a prewriting plan to focus on the main

	idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.5.3.2.In.a:** Use a prewriting plan to develop ideas related to the topic. • **LA.5.3.2.Su.a:** Create a picture and dictating a story or description. • **LA.5.3.2.Pa.a:** Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.5.3.2.2 :	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.5.3.2.In.b:** Include a beginning, middle, and end. • **LA.5.3.2.Su.b:** Organize ideas according to the purpose of the writing. • **LA.5.3.2.Pa.a:** Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.5.3.2.3 :	The student will draft writing by creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.5.3.2.In.a:** Use a prewriting plan to develop ideas related to the topic. • **LA.5.3.2.Su.a:** Create a picture and dictating a story or description. • **LA.5.3.2.Pa.a:** Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.5.3.3.1 :	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence

	variation; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.5.3.3.In.a:** Review the draft for clarity of content, organization, and word choice. • **LA.5.3.3.Su.a:** Review the picture and dictation. • **LA.5.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.3.2 :	The student will revise by creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.5.3.3.In.b:** Use complete sentences to express ideas. • **LA.5.3.3.Su.a:** Review the picture and dictation. • **LA.5.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.3.3 :	The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.5.3.3.In.c:** Add, change, or rearrange words and sentences to clarify the meaning and sequence of ideas and details. • **LA.5.3.3.Su.c:** Make changes to the picture and dictation to add or modify details or organization with prompting. • **LA.5.3.3.Pa.a:** Adjust language by selecting different pictures, symbols,

	or words when necessary to communicate information about classroom activities.
LA.5.3.3.4 :	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.5.3.3.In.d:** Use tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). • **LA.5.3.3.Su.d:** Using a familiar resource (e.g., teacher assistance) to improve the draft. • **LA.5.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.4.1 :	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.5.3.4.In.a:** Edit for correct use of spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary. • **LA.5.3.4.Su.b:** Edit for correct use of a model to check spelling of words. • **LA.5.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.4.2 :	The student will edit for correct use of capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:**

	• **LA.5.3.4.In.b:** Edit for correct use of capitalization of initial word in sentences, proper names, and the pronoun "I;". • **LA.5.3.4.Su.c:** Edit for correct use of capitalization of own name, the pronoun "I," and initial word in sentences. • **LA.5.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.4.3 :	The student will edit for correct use of punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.5.3.4.In.c:** Edit for correct use of end punctuation (period and question mark) for sentences. • **LA.5.3.4.Su.a:** Edit for correct use of left to right progression and sequencing. • **LA.5.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.4.4 :	The student will edit for correct use of the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.5.3.4.In.d:** Edit for correct use of singular and plural nouns and complete sentences. • **LA.5.3.4.Su.a:** Edit for correct use of left to right progression and sequencing. • **LA.5.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.4.5 :	The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences.

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.5.3.4.In.d:** Edit for correct use of singular and plural nouns and complete sentences. • **LA.5.3.4.Su.a:** Edit for correct use of left to right progression and sequencing. • **LA.5.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities.
LA.5.3.5.1 :	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing **Access Points:** • **LA.5.3.5.In.a:** Produce writing that is clear, legible, and appropriate for the audience and purpose. • **LA.5.3.5.Su.a:** Produce pictures with legible and understandable stories or descriptions. • **LA.5.3.5.Pa.a:** Effectively communicate information about classroom activities using pictures, symbols, or words.
LA.5.3.5.2 :	The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing **Access Points:** • **LA.5.3.5.In.a:** Produce writing that is clear, legible, and appropriate for the audience and purpose. • **LA.5.3.5.Su.a:** Produce pictures with legible and understandable stories or descriptions. • **LA.5.3.5.Pa.a:** Effectively communicate information about classroom activities using pictures, symbols, or words.
LA.5.3.5.3 :	The student will share the writing with the intended audience. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Publishing **Access Points:** • **LA.5.3.5.In.b:** Share the writing with the intended audience. • **LA.5.3.5.Su.b:** Share the picture stories with the intended audience. • **LA.5.3.5.Pa.a:** Effectively communicate information about classroom activities using pictures, symbols, or words.
LA.5.4.1.1 :	The student will write narratives that establish a situation and plot with rising action, conflict, and resolution; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.5.4.1.In.a:** Write narratives about events with characters and actions. • **LA.5.4.1.Su.a:** Write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences. • **LA.5.4.1.Pa.a:** Communicate information that tells about familiar persons, objects, and activities.
LA.5.4.1.2 :	The student will write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.5.4.1.In.b:** Write expressive forms (e.g., stories, skits, poems) that include dialogue, rhythm and rhyme, and appropriate format. • **LA.5.4.1.Su.b:** Complete lines in familiar poetry by following patterns for rhythm and rhyme. • **LA.5.4.1.Pa.b:** Respond to differences in rhythm in familiar poems, rhymes, and songs.
LA.5.4.2.1 :	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.5.4.2.In.a:** Write in an expository form (e.g., daily journal, log, simple procedures). • **LA.5.4.2.Su.a:** Record expository information by creating pictures and dictating labels, lists, or observations. • **LA.5.4.2.Pa.a:** Communicate about persons, objects, or actions using pictures, symbols, or words.
LA.5.4.2.2 :	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.5.4.2.In.b:** Record information (e.g., lists, labels, charts) related to a topic. • **LA.5.4.2.Su.a:** Record expository information by creating pictures and dictating labels, lists, or observations. • **LA.5.4.2.Pa.a:** Communicate about persons, objects, or actions using pictures, symbols, or words.
LA.5.4.2.3 :	The student will write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.5.4.2.In.c:** Write expository text that contains a main idea and supporting details. • **LA.5.4.2.Su.c:** Compose informal invitations, messages, and thank you notes using a model. • **LA.5.4.2.Pa.b:** Communicate information about daily activities. Remarks/Examples

	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.
LA.5.4.2.4 :	The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.5.4.2.In.d:** Compose friendly letters, invitations, messages, and thank you notes. • **LA.5.4.2.Su.b:** Use a word bank to write labels for common objects in the classroom. • **LA.5.4.2.Su.c:** Compose informal invitations, messages, and thank you notes using a model. • **LA.5.4.2.Pa.c:** Use gestures and expressions to greet others or invite others to engage in an activity.
LA.5.4.2.5 :	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.5.4.2.In.e:** Write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). • **LA.5.4.2.Su.d:** Produce functional text (e.g., two-step directions, information signs) by creating pictures with dictated sentences. • **LA.5.4.2.Pa.d:** Express preferences or choices.
LA.5.4.3.1 :	The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Persuasive **Access Points:**

	• **LA.5.4.3.In.a:** Select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important. • **LA.5.4.3.Su.a:** Create a picture of a preferred item or activity and dictate a reason why that item is preferred. • **LA.5.4.3.Pa.a:** Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
LA.5.4.3.2 :	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Persuasive **Access Points:** • **LA.5.4.3.In.a:** Select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important. • **LA.5.4.3.Su.a:** Create a picture of a preferred item or activity and dictate a reason why that item is preferred. • **LA.5.4.3.Pa.a:** Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
LA.5.5.1.1 :	The student will demonstrate fluent and legible cursive writing skills. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Penmanship **Access Points:** • **LA.5.5.1.In.a:** Use legible handwriting. • **LA.5.5.1.Su.a:** Write words using upper case and lower case letters, proper spacing, and sequencing. • **LA.5.5.1.Pa.a:** Use pictures, symbols, or words to communicate meaning.
LA.5.5.2.1 :	The student will listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.5.5.2.In.a:** Listen and speak to gain and share information for a

	variety of purposes. • **LA.5.5.2.Su.a:** Listen and speak to gain and share information for a predetermined purpose. • **LA.5.5.2.Pa.a:** Listen and communicate purposefully.
LA.5.5.2.2 :	The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.5.5.2.In.b:** Contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion. • **LA.5.5.2.Su.b:** Contribute to informal presentations using appropriate oral language choices for the purpose. • **LA.5.5.2.Pa.b:** Use language to communicate with teachers or peers in classroom activities and routines.
LA.5.6.1.1 :	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informational Text **Access Points:** • **LA.5.6.1.In.a:** Read informational text to gather information, follow multi-step directions, organize information, perform tasks, and share information. • **LA.5.6.1.Su.a:** Use informational text to locate specific information, follow two-step directions, answer questions, and perform tasks. • **LA.5.6.1.Pa.a:** Use more than one picture or symbol paired with words to carry out tasks in daily activities
LA.5.6.2.1 :	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.5.6.2.In.a:** Select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information. • **LA.5.6.2.Su.a:** Ask questions about a topic and select teacher recommended materials (e.g., pictures, read-aloud nonfiction books). • **LA.5.6.2.Su.b:** Use information from selected reference materials to answer search questions. • **LA.5.6.2.Pa.a:** Communicate interest and select an object to explore.
LA.5.6.2.2 :	The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.5.6.2.In.b:** Read and record information from reference materials to answer search questions. • **LA.5.6.2.Su.c:** Produce a simple report with a title and pictures with dictated phrases and sentences. • **LA.5.6.2.Pa.b:** Explore and interact or use the selected object. • **LA.5.6.2.Pa.c:** Communicate about the selected object using pictures, symbols, or words.
LA.5.6.2.3 :	The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.5.6.2.In.c:** Write a simple report with a title, main idea(s) and relevant details, and pictures or graphics. • **LA.5.6.2.Su.c:** Produce a simple report with a title and pictures with dictated phrases and sentences.

	• **LA.5.6.2.Pa.c:** Communicate about the selected object using pictures, symbols, or words. Remarks/Examples SS.5.C.1.3 Explain the definition and origin of rights.
LA.5.6.2.4 :	The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.5.6.2.In.d:** Identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources). • **LA.5.6.2.Su.d:** Identify the titles of references or other sources used in the search. • **LA.5.6.2.Pa.d:** Identify objects, books or print materials that belong to others.
LA.5.6.3.1 :	The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.5.6.3.In.a:** Recognize similarities and differences in the way information is presented in a variety of print and nonprint media. • **LA.5.6.3.Su.a:** Identify information communicated in print and nonprint media. • **LA.5.6.3.Pa.a:** Respond to familiar print or nonprint materials.
LA.5.6.3.2 :	The student will use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy

	Access Points: • **LA.5.6.3.In.b:** Use media sources to obtain information and communicate to a specific audience. • **LA.5.6.3.Su.b:** Use a media source to obtain information. • **LA.5.6.3.Pa.b:** Respond to basic production elements in media messages (e.g., motion, color, sound).
LA.5.6.4.1 :	The student will select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Technology **Access Points:** • **LA.5.6.4.In.a:** Use appropriate available technology to enhance communication. • **LA.5.6.4.Su.a:** Use appropriate available technology to enhance communication. • **LA.5.6.4.Pa.a:** Use an appropriate available technology to enhance communication.
LA.5.6.4.2 :	The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Technology **Access Points:** • **LA.5.6.4.In.b:** Use digital tools for publishing or presenting a topic or story. • **LA.5.6.4.Su.b:** Use digital tools to produce pictures, letters, and words to communicate meaning. • **LA.5.6.4.Pa.b:** Use technology to communicate information or preferences.

Course: 7710015 Access Language Arts - Grade 4-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4990.aspx

BASIC INFORMATION

Course Title:	Access Language Arts - Grade 4
Course Number:	7710015
Course Abbreviated Title:	ACCESS LANG ART - 4
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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. **Subject Relevance:** The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities. The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are "worth a thousand words" to tell a story or share an experience.

In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life's typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

Access Language Arts - Grade Four
Major Concepts/Content: The content is intended to develop or expand the student's understanding of:

- The reading process
- Literary analysis
- The writing process

	• Writing applications • Communication • Information and media literacy

RELATED ACCESS POINTS: Independent(75) Supported(61) Participatory(44) Core Content Connector(0)

LA.4.1.4.1 :	The student will recognize knowledge of spelling patterns; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.4.1.4.In.a:** Manipulate individual phonemes in CVC, CCVC, and CVCC words through addition, deletion, and substitution. • **LA.4.1.4.Su.a:** Produce the most common sounds associated with all letters of the alphabet. • **LA.4.1.4.Pa.a:** Respond to pictures or symbols paired with spoken words in one or more daily activities.
LA.4.1.4.2 :	The student will use structural analysis; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis **Access Points:** • **LA.4.1.4.In.b:** Identify and segment initial, final, and medial phonemes in words with common spelling patterns. • **LA.4.1.4.Su.b:** Blend and segment individual phonemes in selected CVC words. • **LA.4.1.4.Pa.a:** Respond to pictures or symbols paired with spoken words in one or more daily activities.
LA.4.1.4.3 :	The student will use language structure to read multi-syllabic words in text. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Phonics/Word Analysis

	Access Points: • **LA.4.1.4.In.c:** Decode words with common consonant and vowel digraphs. • **LA.4.1.4.In.d:** Decode words with r-controlled vowels. • **LA.4.1.4.In.e:** Recognize high frequency sight words. • **LA.4.1.4.In.f:** Recognize regular plurals. • **LA.4.1.4.In.g:** Use self-correction when subsequent reading indicates an earlier misreading. • **LA.4.1.4.Su.c:** Decode phonetically regular words. • **LA.4.1.4.Su.d:** Recognize high frequency sight words. • **LA.4.1.4.Su.e:** Use self-correction when subsequent reading indicates an earlier misreading. • **LA.4.1.4.Pa.a:** Respond to pictures or symbols paired with spoken words in one or more daily activities.
LA.4.1.5.1 :	The student will demonstrate the ability to read grade level text; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.4.1.5.In.a:** Read text with high frequency sight words and phonetically regular words with accuracy. • **LA.4.1.5.Su.a:** Read text with high frequency sight words and phonetically regular one-syllable words with accuracy. • **LA.4.1.5.Pa.a:** Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities.
LA.4.1.5.2 :	The student will adjust reading rate based on purpose, text difficulty, form, and style. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fluency **Access Points:** • **LA.4.1.5.In.a:** Read text with high frequency sight words and phonetically regular words with accuracy. • **LA.4.1.5.Su.a:** Read text with high frequency sight words and phonetically regular one-syllable words with accuracy. • **LA.4.1.5.Pa.b:** Identify pictures or symbols paired with words to

	indicate the next step in a familiar daily activity.
LA.4.1.6.1 :	The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.a:** Use new vocabulary that is introduced and taught directly. • **LA.4.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.4.1.6.10 :	The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.i:** Determine the meaning of unknown words using a picture dictionary and digital tools. • **LA.4.1.6.Su.g:** Use information from print or visual reference materials to determine the meaning of unknown words. • **LA.4.1.6.Pa.d:** Select objects, pictures, or symbols paired with words that relate to familiar stories or activities.
LA.4.1.6.2 :	The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.b:** Listen to, read, and discuss stories and informational text. • **LA.4.1.6.Su.b:** Listen to, read, and talk about stories and informational text. • **LA.4.1.6.Pa.b:** Listen and respond to stories and informational text.
LA.4.1.6.3 :	The student will use context clues to determine meanings of unfamiliar words;

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.c:** Use context clues and illustrations to determine the meaning of unknown words. • **LA.4.1.6.Su.a:** Use new vocabulary that is introduced and taught directly. • **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.4.1.6.4 :	The student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.d:** Categorize key vocabulary. • **LA.4.1.6.Su.c:** Categorize pictures. • **LA.4.1.6.Pa.c:** Identify persons, objects, and actions by name in daily activities.
LA.4.1.6.5 :	The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.e:** Relate new vocabulary to familiar words. • **LA.4.1.6.Su.d:** Relate new vocabulary to familiar words. • **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.4.1.6.6 :	The student will identify shades of meaning in related words (e.g., blaring, loud); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.e:** Relate new vocabulary to familiar words. • **LA.4.1.6.Su.d:** Relate new vocabulary to familiar words.

	• **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.4.1.6.7 :	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.f:** Use knowledge of individual words to predict meaning of unknown compound words. • **LA.4.1.6.Su.d:** Relate new vocabulary to familiar words. • **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.4.1.6.8 :	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.g:** Identify common synonyms and antonyms. • **LA.4.1.6.Su.e:** Identify common antonyms using pictures. • **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.
LA.4.1.6.9 :	The student will determine the correct meaning of words with multiple meanings in context; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development **Access Points:** • **LA.4.1.6.In.h:** Determine the correct meaning of a word with multiple meanings in context. • **LA.4.1.6.Su.f:** Identify the meaning of words that show spatial and temporal relationships (e.g., up/down, before/after). • **LA.4.1.6.Pa.a:** Respond to new vocabulary that is introduced and taught directly.

LA.4.1.7.1 :	The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.a:** Preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text. • **LA.4.1.7.Su.a:** Preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text. • **LA.4.1.7.Pa.a:** Identify pictures of characters or objects in read-aloud stories or informational text.
LA.4.1.7.2 :	The student will identify the authors purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.b:** Identify the author's purpose (e.g., tell a story and give information) in text. • **LA.4.1.7.Su.b:** Identify text that tells a story. • **LA.4.1.7.Pa.b:** Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.
LA.4.1.7.3 :	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.c:** Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events. • **LA.4.1.7.Su.c:** Determine main idea and supporting details, including

	but not limited to who, what, where, and when in read-aloud stories and informational text. • **LA.4.1.7.Pa.b:** Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities. Remarks/Examples 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.
LA.4.1.7.4 :	The student will identify cause-and-effect relationships in text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.d:** Identify cause and effect relationships in pictures and text. • **LA.4.1.7.Su.d:** Identify actions that lead to predictable effects in read-aloud stories and informational text. • **LA.4.1.7.Pa.c:** Use pictures or symbols to respond to predictable cause/effect events in daily activities.
LA.4.1.7.5 :	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.e:** Identify explicit text structures (e.g., similarities and differences, sequence of events) in stories and informational text. • **LA.4.1.7.Su.e:** Identify differences in characters and actions in text. • **LA.4.1.7.Pa.d:** Respond to voice tone or volume that reflects the intent of verbal messages.
LA.4.1.7.6 :	The student will identify themes or topics across a variety of fiction and nonfiction selections; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.f:** Identify the essential message or topic in text. • **LA.4.1.7.Su.c:** Determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text. • **LA.4.1.7.Pa.b:** Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.
LA.4.1.7.7 :	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.c:** Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events. • **LA.4.1.7.Su.c:** Determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text. • **LA.4.1.7.Pa.b:** Respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.
LA.4.1.7.8 :	The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension **Access Points:** • **LA.4.1.7.In.g:** Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting the topic and what happens next, connecting to life experiences, and checking own understanding when reminded. • **LA.4.1.7.Su.f:** Use strategies to repair comprehension, including but not

	limited to rereading, connecting stories to life experiences, and checking own understanding when reminded. • **LA.4.1.7.Pa.a:** Identify pictures of characters or objects in read-aloud stories or informational text.
LA.4.2.1.1 :	The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.a:** Distinguish among common forms of literature (e.g., stories, poetry). • **LA.4.2.1.Su.a:** Identify common forms of literature (e.g., stories, rhyming poetry). • **LA.4.2.1.Pa.a:** Identify characters or objects in read-aloud prose and poetry.
LA.4.2.1.2 :	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.b:** Identify characters, settings, and problem/solution in a variety of fiction. • **LA.4.2.1.Su.b:** Identify characters, settings, actions, and events in read-aloud fiction. • **LA.4.2.1.Pa.a:** Identify characters or objects in read-aloud prose and poetry.
LA.4.2.1.3 :	The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:**

	• **LA.4.2.1.In.c:** Identify general feelings and ideas communicated in poetry. • **LA.4.2.1.Su.c:** Identify words that describe people, objects, and actions in poetry. • **LA.4.2.1.Pa.b:** Respond to words that describe actions or feelings in familiar read-aloud literature.
LA.4.2.1.4 :	The student will identify an author's theme, and use details from the text to explain how the author developed that theme; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.d:** Identify the main idea or topic of a literature selection. • **LA.4.2.1.Su.d:** Identify the topic of a familiar literature selection. • **LA.4.2.1.Pa.a:** Identify characters or objects in read-aloud prose and poetry.
LA.4.2.1.5 :	The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.e:** Respond to literature selection by describing how the story connects to life experiences. • **LA.4.2.1.Su.e:** Contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences by creating pictures and dictation. • **LA.4.2.1.Pa.c:** Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
LA.4.2.1.6 :	The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:**

	• **LA.4.2.1.In.f:** Write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection. • **LA.4.2.1.Su.f:** Create a picture story with dictated sentences that identifies a character, event, or setting from a read-aloud story. • **LA.4.2.1.Pa.c:** Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
LA.4.2.1.7 :	The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.g:** Recognize the meaning of common idioms (e.g., cross your fingers) and figurative language (e.g., the sun smiled when the day began). • **LA.4.2.1.Su.b:** Identify characters, settings, actions, and events in read-aloud fiction. • **LA.4.2.1.Pa.c:** Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
LA.4.2.1.8 :	The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.h:** Identify language used to describe past and present events in stories and nonfiction. • **LA.4.2.1.Su.g:** Recognize that events in a story can take place in the past or present. • **LA.4.2.1.Pa.c:** Use pictures, symbols, or words to identify characters, objects, or actions from a familiar read-aloud story.
LA.4.2.1.9 :	The student will select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Fiction **Access Points:** • **LA.4.2.1.In.i:** Select a variety of fiction materials to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • **LA.4.2.1.Su.h:** Select a variety of fiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • **LA.4.2.1.Pa.d:** Express a preference for familiar read-aloud stories or poems, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
LA.4.2.2.1 :	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.4.2.2.In.a:** Obtain information from text features (e.g., illustrations, title, headings, captions). • **LA.4.2.2.Su.a:** Obtain information from text features (e.g., illustrations, title). • **LA.4.2.2.Pa.a:** Identify referent objects, pictures, or symbols used in daily classroom activities.
LA.4.2.2.2 :	The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.4.2.2.In.b:** Use explicit information from nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when, how). • **LA.4.2.2.Su.b:** Use explicit information from read-aloud nonfiction text to answer questions related to explicitly stated main idea and supporting details (e.g., who, what, where, when). • **LA.4.2.2.Pa.b:** Respond purposefully to referent objects, pictures or

	symbols and informational text used in daily activities.
LA.4.2.2.3 :	The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.4.2.2.In.c:** Identify main ideas or topics in nonfiction text • **LA.4.2.2.Su.c:** Identify topics in nonfiction read-aloud text. • **LA.4.2.2.Pa.b:** Respond purposefully to referent objects, pictures or symbols and informational text used in daily activities. Remarks/Examples SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.
LA.4.2.2.4 :	The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:** • **LA.4.2.2.In.d:** Identify a variety of nonfiction text (e.g., simple reference materials, picture dictionary). • **LA.4.2.2.Su.d:** Identify familiar nonfiction pictures, symbols or read-aloud text (e.g., photographs, signs, logos). • **LA.4.2.2.Pa.c:** Respond to differences in referent objects, pictures, or symbols paired with words used in daily activities.
LA.4.2.2.5 :	The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Nonfiction **Access Points:**

	• **LA.4.2.2.In.e:** Select a variety of nonfiction materials on different topics to listen to or read, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • **LA.4.2.2.Su.e:** Select a variety of nonfiction materials to listen to, based on interest and teacher recommendations, to continue building a core foundation of knowledge. • **LA.4.2.2.Pa.d:** Express a preference for familiar read-aloud nonfiction, based on interest and teacher recommendations, to continue building a core foundation of knowledge.
LA.4.3.4.6 :	The student will edit for correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.4.3.4.In.d:** Use end punctuation (period). • **LA.4.3.4.Su.a:** Use left to right progression, sequencing, and word spacing. • **LA.4.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.1.1 :	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.4.3.1.In.a:** Generate ideas related to desired topics for writing through activities (e.g., responding to prompts, viewing pictures, listening to text, taking part in group discussion). • **LA.4.3.1.Su.a:** Generate ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures). • **LA.4.3.1.Pa.a:** Associate preferences or information about familiar activities with pictures, symbols, or words.
LA.4.3.1.2 :	The student will prewrite by determining the purpose (e.g., to entertain, to

	inform, to communicate, to persuade) and the intended audience of a writing piece; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.4.3.1.In.b:** Determine the purpose (e.g., inform tell a story) and intended audience for writing. • **LA.4.3.1.Su.a:** Generate ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures). • **LA.4.3.1.Pa.a:** Associate preferences or information about familiar activities with pictures, symbols, or words.
LA.4.3.1.3 :	The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Prewriting **Access Points:** • **LA.4.3.1.In.c:** Organize ideas using a simple web or list. • **LA.4.3.1.Su.a:** Generate ideas for pictures that tell a story about persons, objects, or events through activities (e.g., responding to prompts, questions, exploring objects, viewing pictures). • **LA.4.3.1.Pa.a:** Associate preferences or information about familiar activities with pictures, symbols, or words.
LA.4.3.2.1 :	The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.4.3.2.In.a:** Describe topics based on ideas developed in a plan. • **LA.4.3.2.Su.a:** Create a picture and dictate sentences that tell a story or describe the picture • **LA.4.3.2.Pa.a:** Make an initial attempt to communicate preferences or

	information about familiar activities using pictures, symbols, or words.
LA.4.3.2.2 :	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.4.3.2.In.b:** Organize the ideas according to the purpose of the writing. • **LA.4.3.2.Su.b:** Communicate ideas according to the purpose. • **LA.4.3.2.Pa.a:** Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.4.3.2.3 :	The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Drafting **Access Points:** • **LA.4.3.2.In.a:** Describe topics based on ideas developed in a plan. • **LA.4.3.2.Su.a:** Create a picture and dictate sentences that tell a story or describe the picture • **LA.4.3.2.Pa.a:** Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words.
LA.4.3.3.1 :	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.4.3.3.In.a:** Review the draft for clarity of content, organization, and use of descriptive words. • **LA.4.3.3.Su.a:** Review the picture and dictation. • **LA.4.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.

LA.4.3.3.2 :	The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.4.3.3.In.b:** Use complete sentences to express ideas. • **LA.4.3.3.Su.b:** copy dictated phrases or sentences. • **LA.4.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.3.3 :	The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.4.3.3.In.c:** Add or change words to clarify meaning. • **LA.4.3.3.Su.c:** Make changes to the picture and dictation to add or modify details with prompting. • **LA.4.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.3.4 :	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Revising **Access Points:** • **LA.4.3.3.In.d:** Use tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). • **LA.4.3.3.Su.b:** copy dictated phrases or sentences. • **LA.4.3.3.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences

	about familiar activities.
LA.4.3.4.1 :	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthongs, consonant digraphs, vowel digraphs, silent e, plural for words ending in y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.4.3.4.In.b:** Spell phonetically regular and high frequency words using a word bank or other resource as necessary. • **LA.4.3.4.Su.b:** Use a model to check spelling of words • **LA.4.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.2 :	The student will edit for correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.4.3.4.In.c:** Use capitalization of proper names and the pronoun “I.” • **LA.4.3.4.Su.c:** Capitalize own first and last name and initial word in sentences. • **LA.4.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.3 :	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions

	Access Points: • **LA.4.3.4.In.d:** Use end punctuation (period). • **LA.4.3.4.Su.a:** Use left to right progression, sequencing, and word spacing. • **LA.4.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.4 :	The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.4.3.4.In.e:** Use complete sentences. • **LA.4.3.4.Su.a:** Use left to right progression, sequencing, and word spacing. • **LA.4.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.4.5 :	The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions **Access Points:** • **LA.4.3.4.In.e:** Use complete sentences. • **LA.4.3.4.Su.b:** Use a model to check spelling of words • **LA.4.3.4.Pa.a:** Adjust language by selecting different pictures, symbols, or words when necessary to communicate information or preferences about familiar activities.
LA.4.3.5.1 :	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing

	Access Points: • **LA.4.3.5.In.a:** Produce writing that is clear, legible, and appropriate for the purpose. • **LA.4.3.5.Su.a:** Produce pictures with legible and understandable stories or descriptions. • **LA.4.3.5.Pa.a:** Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
LA.4.3.5.2 :	The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing **Access Points:** • **LA.4.3.5.In.a:** Produce writing that is clear, legible, and appropriate for the purpose. • **LA.4.3.5.Su.a:** Produce pictures with legible and understandable stories or descriptions. • **LA.4.3.5.Pa.a:** Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
LA.4.3.5.3 :	The student will share the writing with the intended audience. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Publishing **Access Points:** • **LA.4.3.5.In.b:** Share the writing with the intended audience. • **LA.4.3.5.Su.b:** Share the picture stories with others. • **LA.4.3.5.Pa.a:** Effectively communicate information or preferences about familiar activities using pictures, symbols, or words.
LA.4.4.1.1 :	The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:**

	• **LA.4.4.1.In.a:** Write narratives that includes a main idea, characters, and sequence of events. • **LA.4.4.1.Su.a:** Produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences. • **LA.4.4.1.Pa.a:** Communicate information that tells about familiar persons, objects, and activities.
LA.4.4.1.2 :	The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Creative **Access Points:** • **LA.4.4.1.In.b:** Write poems based on simple rhythm and rhyme patterns. • **LA.4.4.1.Su.a:** Produce narratives by creating pictures that tell a story about familiar persons, objects, or events with dictated phrases or sentences. • **LA.4.4.1.Pa.b:** Respond to patterns of language in read-aloud poems, rhymes, and songs.
LA.4.4.2.1 :	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals); Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.4.4.2.In.a:** Write in an expository form (e.g., daily journal, log). • **LA.4.4.2.Su.a:** Record expository information by creating pictures and dictating labels, lists, or observations • **LA.4.4.2.Pa.a:** Communicate about persons, objects, or actions using pictures, symbols, or words.
LA.4.4.2.2 :	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Informative **Access Points:** • **LA.4.4.2.In.b:** Record information (e.g., lists, labels, charts) related to a topic. • **LA.4.4.2.Su.a:** Record expository information by creating pictures and dictating labels, lists, or observations • **LA.4.4.2.Pa.b:** Communicate information about daily activities.
LA.4.4.2.3 :	the student will write informational/expository essays that contain introductory, body, and concluding paragraphs; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.4.4.2.In.c:** Write expository text that contains relevant information. • **LA.4.4.2.Su.a:** Record expository information by creating pictures and dictating labels, lists, or observations • **LA.4.4.2.Pa.b:** Communicate information about daily activities.
LA.4.4.2.4 :	The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative **Access Points:** • **LA.4.4.2.In.d:** Compose a friendly letter, invitation, and thank-you note using a model. • **LA.4.4.2.Su.a:** Record expository information by creating pictures and dictating labels, lists, or observations • **LA.4.4.2.Pa.c:** Use gestures and expressions to greet others.
LA.4.4.2.5 :	The student will write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informative

	Access Points: • **LA.4.4.2.In.e:** Write functional text (e.g., two-step instructions and directions, labels, recipes). • **LA.4.4.2.Su.c:** Produce functional text (e.g., one-step directions for daily activities) by creating pictures and dictating sentences. • **LA.4.4.2.Pa.d:** Express preferences or choices.
LA.4.4.3.1 :	The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Persuasive **Access Points:** • **LA.4.4.3.In.a:** Select a favorite topic and list reasons why the topic is important. • **LA.4.4.3.Su.a:** Create a picture of a favorite item (e.g., food, pet, toy, person) and dictate words or phrases that tell what he or she likes about it. • **LA.4.4.3.Pa.a:** Communicate preferences for familiar persons, objects, or actions in a variety of daily activities.
LA.4.4.3.2 :	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Persuasive **Access Points:** • **LA.4.4.3.In.a:** Select a favorite topic and list reasons why the topic is important. • **LA.4.4.3.Su.a:** Create a picture of a favorite item (e.g., food, pet, toy, person) and dictate words or phrases that tell what he or she likes about it. • **LA.4.4.3.Pa.a:** Communicate preferences for familiar persons, objects, or actions in a variety of daily activities.
LA.4.5.1.1 :	The student will demonstrate legible cursive writing skills. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07

	Belongs to: Penmanship **Access Points:** • **LA.4.5.1.In.a:** Write words and sentences with proper spacing and sequencing. • **LA.4.5.1.Su.a:** Write words using upper case and lower case letters, proper spacing, and sequencing. • **LA.4.5.1.Pa.a:** Use pictures, symbols, or words to communicate meaning.
LA.4.5.2.1 :	The student will listen to information presented orally and show an understanding of key points; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.4.5.2.In.a:** Listen to information presented orally and identify key points. • **LA.4.5.2.Su.a:** Listen to information presented orally and answer who, what, where, and when questions about key points. • **LA.4.5.2.Pa.a:** Listen and respond to information presented orally.
LA.4.5.2.2 :	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.4.5.2.In.d:** Make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion. • **LA.4.5.2.Su.d:** Describe personal experiences using appropriate oral language choices for the situation. • **LA.4.5.2.Pa.c:** Communicate information in daily classroom activities and routines.
LA.4.5.2.3 :	The student will listen attentively to speakers and take notes as needed to ensure accuracy of information;

	Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.4.5.2.In.b:** Listen attentively to familiar speakers and note key points. • **LA.4.5.2.Su.b:** Listen attentively to familiar speakers and comment about information presented. • **LA.4.5.2.Pa.b:** Listen and respond purposefully to familiar persons.
LA.4.5.2.4 :	The student will ask questions of speakers, using appropriate tone and eye contact; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.4.5.2.In.c:** Ask literal questions and respond to speakers. • **LA.4.5.2.Su.c:** Ask questions and respond to familiar speakers. • **LA.4.5.2.Pa.c:** Communicate information in daily classroom activities and routines.
LA.4.5.2.5 :	The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking **Access Points:** • **LA.4.5.2.In.d:** Make informal oral presentations about personal experiences and familiar topics using appropriate oral language choices for the purpose and occasion. • **LA.4.5.2.Su.d:** Describe personal experiences using appropriate oral language choices for the situation. • **LA.4.5.2.Pa.c:** Communicate information in daily classroom activities and routines.
LA.4.6.1.1 :	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different

	purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Informational Text **Access Points:** • **LA.4.6.1.In.a:** Read informational text with graphics to gather information, follow three-step directions, answer questions, and perform tasks. • **LA.4.6.1.Su.a:** Use information in read-aloud informational text with pictures to follow one-step directions, answer literal questions, and perform tasks. • **LA.4.6.1.Pa.a:** Identify pictures or symbols paired with words to carry out tasks in daily activities.
LA.4.6.2.1 :	The student will select a topic for inquiry, refine a predetermined search plan; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.4.6.2.In.a:** Select a topic and ask questions to guide a search. • **LA.4.6.2.Su.a:** Select a topic and ask questions for a search and use teacher-recommended pictures, symbols, and read-aloud text for information. • **LA.4.6.2.Pa.a:** Select a familiar object to explore.
LA.4.6.2.2 :	The student will apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact; Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.4.6.2.In.b:** Locate information in simple reference materials (e.g., nonfiction books, picture dictionaries, software). • **LA.4.6.2.Su.b:** View or listen to information to answer search questions. • **LA.4.6.2.Pa.b:** Explore the features and interact with the functions of the selected object.

LA.4.6.2.3 :	The student will communicate information in a report that includes main idea(s) and relevant details, with visual supports; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.4.6.2.In.c:** Communicate response to search questions in written or visual format (e.g., picture stories, descriptions) with a title, main idea and relevant details • **LA.4.6.2.Su.c:** Communicate responses to search questions using dictated statements and pictures. • **LA.4.6.2.Pa.c:** Communicate about the selected object using pictures, symbols, or words.
LA.4.6.2.4 :	The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism). Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Research Process **Access Points:** • **LA.4.6.2.In.d:** Identify the titles of references or other sources used in a search. • **LA.4.6.2.Su.d:** Identify the materials used to answer search questions. • **LA.4.6.2.Pa.d:** Identify familiar books or print materials.
LA.4.6.3.1 :	The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.4.6.3.In.a:** Recognize similarities and differences in the way information is presented in a variety of print. • **LA.4.6.3.Su.a:** Identify information communicated in print. • **LA.4.6.3.Pa.a:** Respond to familiar print or graphic materials.
LA.4.6.3.2 :	The student will recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media

	message for a specific purpose. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Media Literacy **Access Points:** • **LA.4.6.3.In.b:** Identify production elements (e.g., graphics, color, sound) used to enhance communication in media. • **LA.4.6.3.Su.b:** Recognize basic production elements (e.g., color, sound) used in media. • **LA.4.6.3.Pa.b:** Respond to basic production elements in media messages (e.g., motion, color, sound).
LA.4.6.4.1 :	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Technology **Access Points:** • **LA.4.6.4.In.a:** Use appropriate available technologies to enhance communication. • **LA.4.6.4.Su.a:** Use an appropriate available technology to enhance communication. • **LA.4.6.4.Pa.a:** Use an appropriate available technology to enhance communication.
LA.4.6.4.2 :	The student will determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic. Cognitive Complexity: N/A l Date Adopted or Revised: 01/07 Belongs to: Technology **Access Points:** • **LA.4.6.4.In.b:** Use digital tools (e.g., writing, drawing software) for publishing information or a story. • **LA.4.6.4.Su.b:** Use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words. • **LA.4.6.4.Pa.b:** Use technology to communicate information or preferences.

Course: 7720060 Access Science Grade 5-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5005.aspx

BASIC INFORMATION

Course Title:	Access Science Grade 5
Course Number:	7720060
Course Abbreviated Title:	ACCESS SCI GRADE 5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will continue their study the nature, dynamics, and interdependence of:

- Earth and the solar system
- Earth systems and patterns
- Plants and animals
- Properties of matter
- Changes in matter
- Forms of energy
- Forces and changes in motion

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how life cycles operate in predictable patterns; plants and animals have similarities and differences in structure, function, and care; and matter has observable characteristics and reacts to

	forces and forms of energy in predictable ways.

RELATED ACCESS POINTS: Independent(31) Supported(32) Participatory(23) Core Content Connector(0)

SC.5.E.5 Earth in Space and Time

SC.5.E.5.1 :	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.5.E.5.Su.1 : Recognize that a galaxy is a group of stars. • SC.5.E.5.Pa.1 : Recognize that stars are very far away from Earth. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.1, SC.3.E.5.2, and SC.3.E.5.3.
SC.5.E.5.2 :	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.5.E.5.In.2 : Recognize major differences in the characteristics of the planets in the Solar System. • SC.5.E.5.Su.2 : Recognize that surface of planet Earth is covered by water and land. • SC.5.E.5.Pa.2 : Recognize Earth as the planet where we live.
SC.5.E.5.3 :	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • 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. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.5.2.

SC.5.E.7 Earth Systems and Patterns

SC.5.E.7.1 :	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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.5.E.7.In.1 : Label the state of water in each stage of the water cycle. • SC.5.E.7.Su.1 : Match different states of water (liquid and solid) to changes in temperature. • SC.5.E.7.Pa.1 : Distinguish between water as a liquid and ice as a solid. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.5.E.7.2. CCSS Connections: MACC.K12.MP.4: Model with mathematics.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date

	Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.5.E.7.In.2 : Recognize that water evaporates from the ocean, falls as precipitation, and then goes back into the ocean. • SC.5.E.7.Su.2 : Observe and recognize that water evaporates over time. • SC.5.E.7.Pa.2 : Recognize that wet things will dry when they are left in the air.
SC.5.E.7.3 :	Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.5.E.7.In.3 : Identify elements that make up weather, including temperature, precipitation, and wind speed and direction. • SC.5.E.7.Su.3 : Recognize elements of weather, including temperature, precipitation, and wind. • SC.5.E.7.Pa.3 : Recognize the weather conditions including hot/cold and raining/not raining during the day. 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.
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.5.E.7.In.4 : Describe types of precipitation, including rain, snow, and hail.

	• SC.5.E.7.Su.4 : Identify different types of precipitation, including rain and snow. • SC.5.E.7.Pa.3 : Recognize the weather conditions including hot/cold and raining/not raining during the day.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.5.E.7.In.5 : Recognize weather-related differences in environments, such as swamps and deserts. • SC.5.E.7.Su.5 : Match specific weather conditions with different locations. • SC.5.E.7.Pa.3 : Recognize the weather conditions including hot/cold and raining/not raining during the day.
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.5.E.7.In.6 : Identify features of weather in different climate zones, such as tropical and polar. • SC.5.E.7.Su.5 : Match specific weather conditions with different locations. • SC.5.E.7.Pa.3 : Recognize the weather conditions including hot/cold and raining/not raining during the day.
SC.5.E.7.7 :	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:**

	• SC.5.E.7.In.7 : Identify emergency plans and procedures for severe weather. • SC.5.E.7.Su.6 : Identify what to do in severe weather. • SC.5.E.7.Pa.4 : Recognize examples of severe weather conditions.

SC.5.L.15 Diversity and Evolution of Living Organisms

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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms **Access Points:** • SC.5.L.15.In.1 : 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. • SC.5.L.15.Su.1 : Recognize ways that plants and animals can be affected by changes in their habitats, such as lack of food or water. • SC.5.L.15.Pa.1 : Recognize what happens when plants don't get water.

SC.5.L.17 Interdependence

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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.5.L.17.In.1 : Identify features of common plants and animals that enable them to survive in different habitats (environments). • SC.5.L.17.Su.1 : Recognize that many different kinds of living things are found in different habitats. • SC.5.L.17.Pa.1 : Match common living things with their

	habitats. 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.

SC.5.N.1 The Practice of Science

SC.5.N.1.1 :	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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.5.N.1.In.1 : 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. • SC.5.N.1.Su.1 : Ask questions about the natural world, use selected materials to find information, observe, and identify answers to the question. • SC.5.N.1.Pa.1 : Explore, observe, and select an object or picture to respond to a question about the natural world. 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. CCSS Connections: LACC.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. LACC.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.

	MACC.5.MD.2.2. Represent and interpret data. MACC.5.G.1. Graph points on the coordinate plane to solve real-world and mathematical problems. CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.5.N.1.2 :	Explain the difference between an experiment and other types of scientific investigation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.5.N.1.Su.2 : Identify the result of a simple experiment. • SC.5.N.1.Pa.2 : Recognize that people use observation and actions to get answers to questions about the natural world. 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).
SC.5.N.1.3 :	Recognize and explain the need for repeated experimental trials. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.5.N.1.In.3 : Recognize that experiments may include activities that are repeated. • SC.5.N.1.Su.3 : Recognize that experiments can be repeated with other groups. • SC.5.N.1.Pa.2 : Recognize that people use observation and actions to get answers to questions about the natural world. Remarks/Examples
	CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.5.N.1.4 :	Identify a control group and explain its importance in an experiment. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.5.N.1.In.3 : Recognize that experiments may include activities that are repeated. • SC.5.N.1.Su.3 : Recognize that experiments can be repeated with other groups. • SC.5.N.1.Pa.2 : Recognize that people use observation and actions to get answers to questions about the natural world. Remarks/Examples CCSS Connections: MACC.K12.MP.6: Attend to precision.
SC.5.N.1.5 :	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.5.N.1.In.4 : Recognize that scientists use various methods to perform investigations, such as reviewing work of other scientists, making observations, and conducting experiments. • SC.5.N.1.Su.4 : Recognize ways that scientific evidence can be collected, such as by observing or measuring. • SC.5.N.1.Pa.2 : Recognize that people use observation and actions to get answers to questions about the natural world. Remarks/Examples CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.5.N.1.6 :	Recognize and explain the difference between personal opinion/interpretation and verified observation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science

	Access Points: • SC.5.N.1.In.5 : Determine whether descriptions of observations are based on fact or personal belief. • SC.5.N.1.Su.5 : Recognize facts about a scientific observation. • SC.5.N.1.Pa.1 : Explore, observe, and select an object or picture to respond to a question about the natural world.

SC.5.N.2 The Characteristics of Scientific Knowledge

SC.5.N.2.1 :	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge **Access Points:** • SC.5.N.2.In.1 : Identify that science knowledge is based on observations and evidence. • SC.5.N.2.Su.1 : Recognize that science knowledge is based on careful observations. • SC.5.N.2.Pa.1 : Recognize the importance of making careful observations. 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. CCSS Connections: LACC.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
SC.5.N.2.2 :	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08

	Belongs to: The Characteristics of Scientific Knowledge **Access Points:** • SC.5.N.2.In.2 : Recognize that experiments involve procedures that can be repeated the same way by others. • SC.5.N.2.Su.2 : Recognize the importance of following correct procedures when carrying out science experiments. • SC.5.N.2.Pa.2 : Recognize that a common activity can be repeated. 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. CCSS Connections: LACC.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. CCSS Connections: MACC.K12.MP.6: Attend to precision.

SC.5.P.10 Forms of Energy

SC.5.P.10.1 :	Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.5.P.10.In.1 : Identify forms of energy, including heat, light, sound, electrical, and mechanical. • SC.5.P.10.Su.1 : Recognize uses of electrical energy (popcorn popper, vacuum cleaner), heat energy (grill, heater), light energy (sunlight, flashlight), and mechanical energy (bicycle). • SC.5.P.10.Pa.1 : Recognize a source of light energy (Sun, light bulb). 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.
SC.5.P.10.2 :	Investigate and explain that energy has the ability to cause motion or create change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.5.P.10.In.2 : Identify ways energy can cause things to move or create changes. • SC.5.P.10.Su.2 : Recognize that energy is required to cause motion. • SC.5.P.10.Pa.2 : Initiate a change in the motion of an object. 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.
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.5.P.10.In.3 : Identify that electrically charged materials will pull (attract) other materials. • SC.5.P.10.Su.3 : Recognize that electrically charged materials will pull (attract) other materials. • SC.5.P.10.Pa.3 : Demonstrate pushing away (repulsion) and pulling (attraction).
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:**

	• SC.5.P.10.In.4 : Demonstrate that electricity can produce heat, light, and sound. • SC.5.P.10.Su.4 : Recognize examples of electricity as a producer of heat, light, and sound. • SC.5.P.10.Pa.4 : Identify one source of sound, heat, or light that uses electricity. 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.

SC.5.P.11 Energy Transfer and Transformations

SC.5.P.11.1 :	Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations **Access Points:** • SC.5.P.11.In.1 : Identify the power source and wires (conductors) in an electrical circuit. • SC.5.P.11.Su.1 : Recognize the power source in an electrical circuit. • SC.5.P.11.Pa.1 : 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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations **Access Points:** • SC.5.P.11.In.2 : Identify materials that conduct electricity. • SC.5.P.11.Su.2 : Recognize a material that conducts electricity. • SC.5.P.11.Pa.1 : Recognize that electrical systems must be turned on (closed) in order to work.

SC.5.P.13 Forces and Changes in Motion

SC.5.P.13.1 :	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.5.P.13.In.1 : Distinguish between movement of an object caused by gravity and movement caused by pushes and pulls. • SC.5.P.13.Su.1 : Recognize that gravity causes an object to move. • SC.5.P.13.Pa.1 : Recognize that pushing or pulling makes an object move. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.E.5.4 and SC.4.P.8.4.
SC.5.P.13.2 :	Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.5.P.13.In.2 : Identify that heavier objects take more force to move than lighter ones. • SC.5.P.13.Su.2 : Recognize that a heavier object is harder to move than a light one. • SC.5.P.13.Pa.1 : Recognize that pushing or pulling makes an object move. 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.
SC.5.P.13.3 :	Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion

	Access Points: • SC.5.P.13.In.2 : Identify that heavier objects take more force to move than lighter ones. • SC.5.P.13.Su.2 : Recognize that a heavier object is harder to move than a light one. • SC.5.P.13.Pa.1 : Recognize that pushing or pulling makes an object move.
SC.5.P.13.4 :	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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.5.P.13.In.3 : Identify that an opposing force (push or pull) is needed to prevent an object from moving. • SC.5.P.13.Su.3 : Recognize the source of a force (push or pull) used to stop an object from moving. • SC.5.P.13.Pa.2 : Recognize a way to stop an object from moving.

SC.5.P.8 Properties of Matter

SC.5.P.8.1 :	Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.5.P.8.In.1 : Identify basic properties of solids, liquids, and gases, such as color, texture, and temperature. • SC.5.P.8.Su.1 : Identify the basic properties of solids and liquids, such as color, texture, and temperature. • SC.5.P.8.Pa.1 : Distinguish between water as a solid or liquid.

	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. MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.5.P.8.2 :	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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.5.P.8.In.2 : Identify examples of materials that will dissolve in water and those that will not. • SC.5.P.8.Su.2 : Recognize examples of materials that will dissolve in water. • SC.5.P.8.Pa.2 : Recognize a common substance that dissolves in water.
SC.5.P.8.3 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.5.P.8.In.3 : Identify the observable properties of the parts of a mixture, such as the particle size, shape, and color. • SC.5.P.8.Su.3 : Identify the separate parts of a mixture by color or shape. • SC.5.P.8.Pa.3 : Separate a group of objects into its parts. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses

	SC.5.P.8.2.
SC.5.P.8.4 :	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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.5.P.8.In.4 : Recognize that materials are made of very small parts that cannot be seen without a magnifying glass or a microscope. • SC.5.P.8.Su.4 : Use a magnifying tool to see small parts of an object. • SC.5.P.8.Pa.3 : Separate a group of objects into its parts. Remarks/Examples Recognize that matter is composed of atoms.

SC.5.P.9 Changes in Matter

SC.5.P.9.1 :	Investigate and describe that many physical and chemical changes are affected by temperature. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Changes in Matter **Access Points:** • SC.5.P.9.In.1 : Observe and identify that heating and cooling can change the properties of materials. • SC.5.P.9.Su.1 : Recognize changes in properties of materials caused by heating or cooling. • SC.5.P.9.Pa.1 : Recognize that freezing changes water to ice. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.P.9.1 and SC.4.P.9.1.

RELATED GLOSSARY TERM DEFINITIONS (45)

Adaptation:	A characteristic of an organism that increases its chance of survival and reproduction in its environment.
Asteroid:	A rocky or metallic object that orbits the Sun and is much smaller than a planet.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Barometric pressure:	The pressure of the atmosphere usually expressed in terms of the height of a column of mercury.
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Comet:	A celestial body that appears as a fuzzy head usually surrounding a bright nucleus, that has a usually highly eccentric orbit, that consists primarily of ice and dust, and that often develops one or more long tails when near the sun.
Conduction:	To transmit heat, sound, or electricity through a medium.
Dissolve:	To cause to pass into solution.
Electricity:	The physical phenomena arising from the behavior of electrons and protons that is caused by the attraction of particles with opposite charges and the repulsion of particles with the same charge.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.

Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Galaxy:	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Humidity:	The amount of water vapor in the atmosphere, usually expressed as either absolute humidity or relative humidity.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Latitude:	A measure of relative position north or south on the Earth's surface, measured in degrees from the equator, which has a latitude of 0°, with the poles having a latitude of 90° north and south.
Life cycle:	The entire sequence of events in an organism’s growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Moon:	A natural satellite that revolves around a planet.

Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Planet:	A large body in space that orbits a star and does not produce light of its own.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Water cycle:	The path water takes as it is being cycled through the environment, including condensation, evaporation, and precipitation.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

Course: 7720050 Access Science Grade 4-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5004.aspx

BASIC INFORMATION

Course Title:	Access Science Grade 4
Course Number:	7720050
Course Abbreviated Title:	ACCESS SCI GRADE 4
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will continue to study the nature and interdependence of:

- Earth and the solar system
- Earth systems and patterns
- Plants and animals (including heredity and reproduction)
- Properties of matter
- Changes in matter
- Forms of energy
- Forces and changes in motion

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how life cycles operate in predictable patterns; plants and animals have similarities and differences in structure, function, and care; and matter has observable characteristics and reacts to

	forces and forms of energy in predictable ways.

RELATED ACCESS POINTS: Independent(35) Supported(37) Participatory(33) Core Content Connector(0)

SC.4.E.5 Earth in Space and Time

SC.4.E.5.1 :	Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.4.E.5.In.1 : Identify that there are many stars in the sky with some that create patterns. • SC.4.E.5.Su.1 : Recognize a pattern of stars in the sky, such as the Big Dipper. • SC.4.E.5.Pa.1 : Recognize that there are many stars in the sky. Remarks/Examples ** CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.2 :	Describe the changes in the observable shape of the moon over the course of about a month. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.4.E.5.In.2 : Label three phases of the moon, including full, half (quarter), and crescent. • SC.4.E.5.Su.2 : Identify a full moon and a half (quarter) moon.

	• SC.4.E.5.Pa.2 : Recognize a full moon as a circle.
SC.4.E.5.3 :	Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.4.E.5.In.3 : Recognize that Earth revolves around the Sun. • SC.4.E.5.Su.3 : Recognize that Earth is always turning (rotating). • SC.4.E.5.Pa.3 : Identify morning, noon, and night. Remarks/Examples ** CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.4 :	Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.4.E.5.Su.4 : Recognize that the side of Earth facing the Sun has daylight. • SC.4.E.5.Pa.3 : Identify morning, noon, and night. 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. CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.4.E.5.5 :	Investigate and report the effects of space research and exploration on the economy and culture of Florida. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time

	Access Points: • SC.4.E.5.In.5 : Identify objects and people related to the space program in Florida. • SC.4.E.5.Su.5 : Recognize an object or person related to the space program in Florida. • SC.4.E.5.Pa.4 : Recognize a space-related object.

SC.4.E.6 Earth Structures

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). Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.4.E.6.In.1 : Recognize that rocks are classified by the way they are formed, such as sedimentary. • SC.4.E.6.Su.1 : Sort rocks according to observable characteristics, including color, shape, and size. • SC.4.E.6.Pa.1 : Distinguish rocks from other substances found on the Earth's surface.
SC.4.E.6.2 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.4.E.6.In.2 : Identify physical properties (hardness, streak color, and luster) of common minerals, such as rock salt, talc, gold, and silver. • SC.4.E.6.Su.2 : Sort common minerals, such as rock salt, talc, gold, and silver, by their physical properties (luster and color). • SC.4.E.6.Pa.2 : Recognize common minerals, such as rock salt, talc, gold, and silver.

	Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.
SC.4.E.6.3 :	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.4.E.6.In.3 : Recognize that some natural resources used by humans are non-renewable, such as oil. • SC.4.E.6.Su.3 : Recognize that some natural resources can run out (non-renewable). • SC.4.E.6.Pa.3 : Recognize the universal symbol for recycling. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.
SC.4.E.6.4 :	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). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.4.E.6.In.4 : Identify that wind and water cause physical weathering and erosion of rocks. • SC.4.E.6.Su.4 : Recognize examples of weathering or erosion in the environment. • SC.4.E.6.Pa.4 : Recognize the effect of weathering on an object. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0.

SC.4.E.6.5 :	Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.4.E.6.In.5 : Identify tools used to observe things that are far away and things that are very small. • SC.4.E.6.Su.5 : Recognize tools that will make things look larger, such as a telescope and a magnifier. • SC.4.E.6.Pa.5 : Recognize that something has been magnified. Remarks/Examples MACC.K12.MP.5: Use appropriate tools strategically.
SC.4.E.6.6 :	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy). Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.4.E.6.In.6 : Identify natural resources found in Florida, including solar energy, water, and limestone. • SC.4.E.6.Su.6 : Recognize natural resources found in Florida, such as solar energy and water. • SC.4.E.6.Pa.6 : Recognize water as a resource in Florida.

SC.4.L.16 Heredity and Reproduction

SC.4.L.16.1 :	Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction **Access Points:** • SC.4.L.16.In.1 : Identify that insects spread pollen to help flowering plants make seeds.

	• SC.4.L.16.Su.1 : Recognize that many flowering plants grow from their own seeds. • SC.4.L.16.Pa.1 : Recognize that many plants have flowers and leaves.
SC.4.L.16.2 :	Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction **Access Points:** • SC.4.L.16.In.2 : Identify behaviors that animals have naturally (inherit) and behaviors that animals learn. • SC.4.L.16.Su.2 : Recognize behaviors of common animals. • SC.4.L.16.Pa.2 : Recognize similarities between self and parents. Remarks/Examples Integrate HE.4.C.1.6. Identify the human body parts and organs that work together to form healthy body systems.
SC.4.L.16.3 :	Recognize that animal behaviors may be shaped by heredity and learning. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction **Access Points:** • SC.4.L.16.In.2 : Identify behaviors that animals have naturally (inherit) and behaviors that animals learn. • SC.4.L.16.Su.2 : Recognize behaviors of common animals. • SC.4.L.16.Pa.2 : Recognize similarities between self and parents.
SC.4.L.16.4 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction

	Access Points: • SC.4.L.16.In.3 : Identify similarities in the major stages in the life cycles of common Florida plants and animals. • SC.4.L.16.Su.3 : Recognize the major stages in life cycles of common plants and animals. • SC.4.L.16.Pa.3 : Match offspring of animals with parents. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0.

SC.4.L.17 Interdependence

SC.4.L.17.1 :	Compare the seasonal changes in Florida plants and animals to those in other regions of the country. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.4.L.17.In.1 : Identify seasonal changes in Florida plants and animals. • SC.4.L.17.Su.1 : Recognize seasonal changes in some Florida plants, such as the presence of flowers and change in leaf color. • SC.4.L.17.Pa.1 : Recognize a seasonal change in the appearance of a common plant.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.4.L.17.In.2 : Recognize that animals cannot make their own food and they must eat plants or other animals to survive. • SC.4.L.17.Su.2 : Recognize that animals (consumers) eat plants or other animals for their food.

	• SC.4.L.17.Pa.2 : Recognize that animals eat food.
SC.4.L.17.3 :	Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.4.L.17.In.3 : Recognize that plants (producers) use energy from the Sun to make their food and animals (consumers) eat plants or other animals for their food. • SC.4.L.17.Su.2 : Recognize that animals (consumers) eat plants or other animals for their food. • SC.4.L.17.Pa.2 : Recognize that animals eat food. Remarks/Examples Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.3.L.17.2 and SC.4.L.17.2.
SC.4.L.17.4 :	Recognize ways plants and animals, including humans, can impact the environment. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.4.L.17.In.4 : Recognize things that people do to help or hurt the environment, such as recycling and pollution. • SC.4.L.17.Su.3 : Recognize ways that people can help improve the environment, such as cleaning up trash. • SC.4.L.17.Pa.3 : Recognize ways that people can help improve the immediate environment, such as cleaning up trash. 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.N.1 The Practice of Science

SC.4.N.1.1 :	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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.1 : Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings. • SC.4.N.1.Su.1 : Ask a question about the natural world, explore materials, observe, and share information. • SC.4.N.1.Pa.1 : Explore, observe, and select an object or picture to solve a simple problem. Remarks/Examples * CCSS Connections: LACC.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. ** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
SC.4.N.1.2 :	Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.2 : Compare own observations with observations

	of others. • SC.4.N.1.Su.2 : Identify information based on observations of self and others. • SC.4.N.1.Pa.2 : Recognize differences in objects or pictures. Remarks/Examples * CCSS Connections: LACC.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. ** CCSS Connections: MACC.K12.MP.4: Model with mathematics; and, MACC.K12.MP.5: Use appropriate tools strategically.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.1 : Ask a question about the natural world and use selected reference material to find information, observe, explore, and identify findings. • SC.4.N.1.Su.1 : Ask a question about the natural world, explore materials, observe, and share information. • SC.4.N.1.Pa.1 : Explore, observe, and select an object or picture to solve a simple problem.
SC.4.N.1.4 :	Attempt reasonable answers to scientific questions and cite evidence in support. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.3 : Relate findings to predefined science questions. • SC.4.N.1.Su.3 : Answer questions about objects and actions related to science.

	• SC.4.N.1.Pa.1 : Explore, observe, and select an object or picture to solve a simple problem. Remarks/Examples * CCSS Connections: LACC.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. LACC.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.
SC.4.N.1.5 :	Compare the methods and results of investigations done by other classmates. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.2 : Compare own observations with observations of others. • SC.4.N.1.Su.2 : Identify information based on observations of self and others. • SC.4.N.1.Pa.4 : Recognize that people share information about science. Remarks/Examples ** CCSS Connections: MACC.K12.MP.6: Attend to precision.
SC.4.N.1.6 :	Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.4 : Communicate observations and findings through the use of pictures, writing, or charts. • SC.4.N.1.Su.4 : Record observations using drawings,

	dictation, or pictures. • SC.4.N.1.Pa.3 : Select an object or picture to represent observed events. Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.4.N.1.7 :	Recognize and explain that scientists base their explanations on evidence. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.5 : Recognize that scientists perform experiments, make observations, and gather evidence. • SC.4.N.1.Su.5 : Recognize ways that scientists collect evidence, such as by observations or measuring. • SC.4.N.1.Pa.4 : Recognize that people share information about science. Remarks/Examples ** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.
SC.4.N.1.8 :	Recognize that science involves creativity in designing experiments. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.4.N.1.In.5 : Recognize that scientists perform experiments, make observations, and gather evidence. • SC.4.N.1.Su.5 : Recognize ways that scientists collect evidence, such as by observations or measuring. • SC.4.N.1.Pa.4 : Recognize that people share information about science. Remarks/Examples

	** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.

SC.4.N.2 The Characteristics of Scientific Knowledge

SC.4.N.2.1 :	Explain that science focuses solely on the natural world. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge **Access Points:** • SC.4.N.2.In.1 : Identify that science focuses on the natural world. • SC.4.N.2.Su.1 : Recognize that science focuses on the natural world. • SC.4.N.2.Pa.1 : Associate science with the natural world in the local environment.

SC.4.N.3 The Role of Theories, Laws, Hypotheses, and Models

SC.4.N.3.1 :	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models **Access Points:** • SC.4.N.3.In.1 : Identify different types of models, such as a replica, a picture, or an animation. • SC.4.N.3.Su.1 : Recognize different types of models, such as a replica or a picture. • SC.4.N.3.Pa.1 : Match a model that is a replica to a real object. Remarks/Examples ** CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively; and, MACC.K12.MP.4: Model with mathematics.

SC.4.P.10 Forms of Energy

SC.4.P.10.1 :	Observe and describe some basic forms of energy, including light,

	heat, sound, electrical, and the energy of motion. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.4.P.10.In.1 : Identify forms of energy, such as light, heat, electrical, and energy of motion. • SC.4.P.10.Su.1 : Recognize uses of different forms of energy, including electricity (computer, freezer); heat (camp fire, stove); and energy of motion (rollercoaster, pinball machine). • SC.4.P.10.Pa.1 : Recognize a source of heat energy (fire, heater).
SC.4.P.10.2 :	Investigate and describe that energy has the ability to cause motion or create change. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.4.P.10.In.2 : Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction). • SC.4.P.10.Su.2 : Recognize the results of using electrical energy (turning on television); heat energy (burning wood); and energy of motion (rolling ball). • SC.4.P.10.Pa.1 : 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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.4.P.10.In.3 : Recognize that vibrations cause sound and identify sounds as high or low (pitch). • SC.4.P.10.Su.3 : Recognize sounds as high or low (pitch).

	• SC.4.P.10.Pa.2 : Recognize objects that create sounds.
SC.4.P.10.4 :	Describe how moving water and air are sources of energy and can be used to move things. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.4.P.10.In.4 : Identify machines that use energy from moving water or air, including a windmill and a waterwheel. • SC.4.P.10.Su.4 : Identify objects that use energy from moving air, such as a pinwheel or sailboat. • SC.4.P.10.Pa.3 : Recognize that moving air can move objects.

SC.4.P.11 Energy Transfer and Transformations

SC.4.P.11.2 :	Identify common materials that conduct heat well or poorly. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations **Access Points:** • SC.4.P.11.In.2 : Identify materials that are strong conductors of heat, such as metal. • SC.4.P.11.Su.2 : Recognize a common material that is a strong conductor of heat, such as metal. • SC.4.P.11.Pa.2 : Recognize common objects that conduct heat.

SC.4.P.12 Motion of Objects

SC.4.P.12.1 :	Recognize that an object in motion always changes its position and may change its direction. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Motion of Objects **Access Points:** • SC.4.P.12.In.1 : Identify that the position of an object changes when the object is in motion. • SC.4.P.12.Su.1 : Recognize that movement causes an object

	to change position. • SC.4.P.12.Pa.1 : Recognize that an object can move in different directions, such as left to right, straight line, and zigzag.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Motion of Objects **Access Points:** • SC.4.P.12.In.2 : Identify speed as how long it takes to travel a certain distance. • SC.4.P.12.Su.2 : Identify objects that move at different speeds. • SC.4.P.12.Pa.2 : Recognize an object as moving fast or slow.

SC.4.P.8 Properties of Matter

SC.4.P.8.1 :	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.4.P.8.Su.1 : Sort objects by physical properties, such as size, shape, color, texture, weight (heavy or light), and temperature (hot or cold). • SC.4.P.8.Pa.1 : Match objects with similar observable properties, such as size, shape, color, or texture. Remarks/Examples
	Investigate the concept of weight versus mass of objects. CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.4.P.8.2 :	Identify properties and common uses of water in each of its states. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.4.P.8.In.2 : Identify properties and uses of water in solid and liquid states. • SC.4.P.8.Su.2 : Identify uses of water in solid or liquid states. • SC.4.P.8.Pa.2 : Identify ice as a solid.
SC.4.P.8.3 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.4.P.8.In.3 : Identify that a whole object weighs the same as all of its parts together. • SC.4.P.8.Su.3 : Recognize that the parts of an object can be put together to make a whole. • SC.4.P.8.Pa.3 : Recognize that some objects have parts. Remarks/Examples Investigate the concept of weight versus mass of objects. CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.4.P.8.4 :	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.4.P.8.In.4 : Identify objects a magnet will attract. • SC.4.P.8.Su.4 : Demonstrate that magnets can attract other magnets. • SC.4.P.8.Pa.4 : Recognize that objects can stick together.

SC.4.P.9 Changes in Matter

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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Changes in Matter **Access Points:** • SC.4.P.9.In.1 : Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant. • SC.4.P.9.Su.1 : Indicate differences in materials that have been changed into other materials, such as rust on a can. • SC.4.P.9.Pa.1 : Recognize changes in observable properties of materials.

RELATED GLOSSARY TERM DEFINITIONS (51)

Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Axis:	The imaginary line on which an object rotates (e.g., Earth's axis runs through Earth between the North Pole and the South Pole); an imaginary straight line that runs through a body; a reference to the line in a coordinate system or graph.
Base:	A substance that increases the OH– concentration of a solution; a proton acceptor.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Consumer:	An organism that feeds on other organisms for food.

Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fertilization:	The process by which the female reproductive cell (egg) is united with the male reproductive cell (sperm).
Food chain:	Transfer of energy through various stages as a result of feeding patterns of organisms.
Germination:	The process by which plants begin to grow from a seed or a spore.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Igneous :	A type of rock that forms from molten or partly molten material that cools and hardens.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.

Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Metamorphic :	A type of rock that forms from existing rock because of extreme changes caused by heat, pressure, or chemical environments.
Metamorphosis:	Change in the form and often the habits of an animal during its development after birth or hatching. The transformation of a maggot into an adult fly and of a tadpole into an adult frog are examples of metamorphosis.
Mineral:	A naturally occurring inorganic solid with a distinct chemical composition and crystalline structure.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Pollination:	The process by which plant pollen is transferred from the male reproductive organs to the female reproductive organs to form seeds. In flowering plants, pollen is transferred from the anther to the stigma by vectors such as the wind or insects.
Pollution:	Any alteration of the natural environment producing a condition harmful to living organisms; may occur naturally or as a result of human activities.
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Reflection :	The bouncing off or turning back of light, sound, or heat from a surface.

Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sedimentary :	Rock formed from layers of sediment that overlay and squeeze together or are chemically combined.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Sexual reproduction:	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

Course: 7720040 Access Science Grade 3-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5003.aspx

BASIC INFORMATION

Course Title:	Access Science Grade 3
Course Number:	7720040
Course Abbreviated Title:	ACCESS SCI GRADE 3
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will continue to study the nature and interdependence of:

- Earth structures
- Earth systems and patterns
- Plants and animals
- Properties of matter
- Changes in matter
- Forms of energy
- Forces and changes in motion

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how life cycles operate in predictable patterns, plants and animals have similarities and differences in structure and care, and matter has observable characteristics and reacts to forces and

	forms of energy in predictable ways.

RELATED ACCESS POINTS: Independent(26) Supported(24) Participatory(22) Core Content Connector(0)

SC.3.E.5 Earth in Space and Time

SC.3.E.5.1 :	Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.3.E.5.In.1 : Recognize that stars in the sky look different from each other. • SC.3.E.5.Su.1 : Recognize that all stars except the Sun appear very small. • SC.3.E.5.Pa.1 : Recognize stars in the sky.
SC.3.E.5.2 :	Identify the Sun as a star that emits energy; some of it in the form of light. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.3.E.5.In.2 : Recognize that the Sun is a star that gives off its own light. • SC.3.E.5.Su.2 : Recognize that the Sun gives off light. • SC.3.E.5.Pa.2 : Recognize that the Sun is bright.
SC.3.E.5.3 :	Recognize that the Sun appears large and bright because it is the closest star to Earth. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time

	Access Points: • SC.3.E.5.In.3 : Recognize that the Sun is the closest star to Earth. • SC.3.E.5.Su.3 : Recognize that the Sun is a star. • SC.3.E.5.Pa.2 : Recognize that the Sun is bright.

SC.3.E.6 Earth Structures

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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.3.E.6.In.1 : Identify that energy from the Sun heats objects. • SC.3.E.6.Su.1 : Recognize that many things will get hot when left in the Sun. • SC.3.E.6.Pa.1 : Distinguish between hot and cold objects.

SC.3.L.14 Organization and Development of Living Organisms

SC.3.L.14.1 :	Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.3.L.14.In.1 : Identify the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions. • SC.3.L.14.Su.1 : Identify the major parts of a plant, such as the root, stem, leaf, and flower. • SC.3.L.14.Pa.1 : Recognize the leaf and flower of a plant. 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 organs work together to

	form human body systems. n>
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.3.L.14.In.2 : Identify behaviors of plants that show they are growing. • SC.3.L.14.Su.2 : Recognize that plants grow toward light and roots grow down in the soil. • SC.3.L.14.Pa.2 : Recognize that plants grow.

SC.3.L.15 Diversity and Evolution of Living Organisms

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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms **Access Points:** • SC.3.L.15.In.1 : Classify animals by a similar physical characteristic, such as fur, feathers, and number of legs. • SC.3.L.15.Su.1 : Sort common animals by observable characteristics. • SC.3.L.15.Pa.1 : Match animals that are the same.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms **Access Points:** • SC.3.L.15.In.2 : Classify parts of plants into groups based on

	physical characteristics, such as classifying leaves by shape. • SC.3.L.15.Su.2 : Sort common plants by observable characteristics. • SC.3.L.15.Pa.2 : Match plants that are the same.

SC.3.L.17 Interdependence

SC.3.L.17.1 :	Describe how animals and plants respond to changing seasons. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.3.L.17.In.1 : Identify changes in the appearance of animals and plants throughout the year. • SC.3.L.17.Su.1 : Recognize that the appearance of some plants in the environment changes throughout the year. • SC.3.L.17.Pa.1 : Recognize clothing worn by humans in different weather (seasons).
SC.3.L.17.2 :	Recognize that plants use energy from the Sun, air, and water to make their own food. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.3.L.17.In.2 : Recognize that most plants make their own food. • SC.3.L.17.Su.2 : Recognize that plants need light to grow. • SC.3.L.17.Pa.2 : Recognize that plants need water.

SC.3.N.1 The Practice of Science

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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:**

	• SC.3.N.1.Su.1 : Ask literal questions, explore, observe, and share information. • SC.3.N.1.Pa.1 : Explore, observe, and recognize common objects in the natural world. Remarks/Examples
	* CCSS Connections: LACC.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. ** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.3.N.1.In.2 : Work with a group to make observations and identify results. • SC.3.N.1.Su.2 : Work with a partner to make observations. • SC.3.N.1.Pa.2 : Assist with investigations with a partner. Remarks/Examples
	* CCSS Connections: LACC.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. ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.8: Look for and express regularity in repeated reasoning.
SC.3.N.1.3 :	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.3.N.1.In.3 : Record observations to describe findings using written or visual formats, such as picture stories. • SC.3.N.1.Su.3 : Record observations to describe findings using dictated words and phrases and pictures. • SC.3.N.1.Pa.1 : Explore, observe, and recognize common objects in the natural world. Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.3.N.1.4 :	Recognize the importance of communication among scientists. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.3.N.1.In.4 : Recognize that scientists share their knowledge and results with each other. • SC.3.N.1.Su.4 : Recognize that people work in different kinds of jobs related to science. • SC.3.N.1.Pa.3 : Recognize that people share information. Remarks/Examples * CCSS Connections: LACC.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.
SC.3.N.1.5 :	Recognize that scientists question, discuss, and check each others' evidence and explanations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:**

	• SC.3.N.1.In.4 : Recognize that scientists share their knowledge and results with each other. • SC.3.N.1.Su.4 : Recognize that people work in different kinds of jobs related to science. • SC.3.N.1.Pa.3 : Recognize that people share information. Remarks/Examples ** CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
SC.3.N.1.6 :	Infer based on observation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.3.N.1.In.1 : Ask questions, explore, observe, and identify outcomes. • SC.3.N.1.Su.1 : Ask literal questions, explore, observe, and share information. • SC.3.N.1.Pa.1 : Explore, observe, and recognize common objects in the natural world. Remarks/Examples ** CCSS Connections: MACC.K12.MP.6: Attend to precision.
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.3.N.1.In.1 : Ask questions, explore, observe, and identify outcomes. • SC.3.N.1.Su.1 : Ask literal questions, explore, observe, and share information. • SC.3.N.1.Pa.1 : Explore, observe, and recognize common objects in the natural world.

	Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.

SC.3.N.3 The Role of Theories, Laws, Hypotheses, and Models

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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models **Access Points:** • SC.3.N.3.In.1 : Recognize meanings of words used in science, such as energy, temperature, and gravity. • SC.3.N.3.Su.1 : Recognize meanings of words used in science, such as telescope, environment, and solid. • SC.3.N.3.Pa.1 : Recognize common objects related to science by name, such as ice, animal, and plant. Remarks/Examples * CCSS Connections: LACC.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.
SC.3.N.3.2 :	Recognize that scientists use models to help understand and explain how things work. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models **Access Points:** • SC.3.N.3.In.2 : Use models to identify how things work. • SC.3.N.3.Su.2 : Recognize that models represent real things. • SC.3.N.3.Pa.2 : Recognize a model of a real object. Remarks/Examples ** CCSS Connections: MACC.K12.MP.4: Model with mathematics.

SC.3.N.3.3 :	Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models **Access Points:** • SC.3.N.3.In.3 : Identify that models are representations of things found in the real world. • SC.3.N.3.Su.2 : Recognize that models represent real things. • SC.3.N.3.Pa.2 : Recognize a model of a real object. Remarks/Examples ** CCSS Connections: MACC.K12.MP.4: Model with mathematics.

SC.3.P.10 Forms of Energy

SC.3.P.10.1 :	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.3.P.10.In.1 : Recognize forms of energy, such as light, heat, electrical, and energy of motion. • SC.3.P.10.Su.1 : Recognize objects that use electricity (television) and the energy of motion (bowling ball). • SC.3.P.10.Pa.1 : Recognize the change in the motion of an object.
SC.3.P.10.2 :	Recognize that energy has the ability to cause motion or create change. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.3.P.10.In.2 : Recognize examples of the use of energy, such as electrical (radio, freezer) and energy of motion (bowling, wind). • SC.3.P.10.Su.1 : Recognize objects that use electricity

	(television) and the energy of motion (bowling ball). • SC.3.P.10.Pa.1 : Recognize the change in the motion of an object.
SC.3.P.10.3 :	Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.3.P.10.In.3 : Identify that light may come from different sources, such as the Sun or electric lamp. • SC.3.P.10.Su.2 : Recognize examples of sources of light, such as the Sun or a flashlight. • SC.3.P.10.Pa.2 : Distinguish light and dark.
SC.3.P.10.4 :	Demonstrate that light can be reflected, refracted, and absorbed. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.3.P.10.In.3 : Identify that light may come from different sources, such as the Sun or electric lamp. • SC.3.P.10.Su.2 : Recognize examples of sources of light, such as the Sun or a flashlight. • SC.3.P.10.Pa.2 : Distinguish light and dark.

SC.3.P.11 Energy Transfer and Transformations

SC.3.P.11.1 :	Investigate, observe, and explain that things that give off light often also give off heat. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations **Access Points:** • SC.3.P.11.In.1 : Identify that objects that give off light often give off heat. • SC.3.P.11.Su.1 : Recognize objects that give off both heat and light, such as a light bulb.

	• SC.3.P.11.Pa.1 : Recognize sources of light.
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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations **Access Points:** • SC.3.P.11.In.2 : Observe and identify that heat is produced when objects are rubbed together. • SC.3.P.11.Su.2 : Observe and recognize that rubbing objects together causes heat. • SC.3.P.11.Pa.2 : Recognize sources of heat.

SC.3.P.8 Properties of Matter

SC.3.P.8.1 :	Measure and compare temperatures of various samples of solids and liquids. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.3.P.8.In.1 : Observe and identify the colder/hotter temperature measured on a thermometer. • SC.3.P.8.Su.1 : Recognize that a thermometer measures temperature (cold and hot). • SC.3.P.8.Pa.1 : Recognize the temperature of items, such as food, as cool or warm. Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.3.P.8.2 :	Measure and compare the mass and volume of solids and liquids. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:**

	• SC.3.P.8.In.2 : Measure the weight of solids or liquids. • SC.3.P.8.Su.2 : Sort solid objects by weight (heavy and light). • SC.3.P.8.Pa.2 : Recognize the larger of two objects. Remarks/Examples Introduce the term mass as compared to the term weight. ** CCSS Connections: MACC.3.MD.1.2; MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.3.P.8.3 :	Compare materials and objects according to properties such as size, shape, color, texture, and hardness. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.3.P.8.In.3 : Group objects by two observable properties, such as size and shape or color and texture. • SC.3.P.8.Su.3 : Sort objects by an observable property, such as size, shape, color, and texture. • SC.3.P.8.Pa.3 : Match objects by an observable property, such as size, shape, and color. Remarks/Examples ** CCSS Connections: MACC.3.MD.2.4; MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.3.P.9 Changes in Matter

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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Changes in Matter **Access Points:**

	• SC.3.P.9.In.1 : Describe changes in the state of water as a result of freezing and melting. • SC.3.P.9.Su.1 : Identify that water can change from solid to liquid state by heating. • SC.3.P.9.Pa.1 : Recognize that ice can change to water.

RELATED GLOSSARY TERM DEFINITIONS (31)

Amphibian:	A cold-blooded vertebrate of the class Amphibia, such as a frog or salamander, that characteristically hatches as an aquatic larva with gills. The larva then transforms into an adult, having moist skin, through which it can breathe, and air-breathing lungs.
Arthropod:	Any of numerous invertebrate animals of the phylum Arthropoda, including the insects, crustaceans, arachnids, and myriapods, that are characterized by a chitinous exoskeleton and a segmented body to which jointed appendages are articulated in pairs.
Boil:	To change from a liquid to a vapor by the application of heat.
Cell:	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
Condensation:	The process of changing from a gas (i.e., water vapor) to a liquid (i.e., dew); the act of making more dense or compact.
Energy:	The capacity to do work.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature

	difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Invertebrate:	An animal that has no backbone or spinal column and therefore does not belong to the subphylum Vertebrata of the phylum Chordata. Most animals are invertebrates. Corals, insects, worms, jellyfish, starfish, and snails are examples of invertebrates.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Mammal:	Any of various warm-blooded vertebrate animals of the class Mammalia, including humans, characterized by a covering of hair on the skin and, in the female, milk-producing mammary glands for nourishing the young.
Mass:	The amount of matter an object contains.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Radiant energy:	Energy in the form of waves, especially electromagnetic waves. Radio waves, x-rays, and visible light are all forms of radiant energy.
Reproduction:	The sexual or asexual process by which organisms generate new individuals of the same kind and perpetuate the species.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own

	characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Sun:	The closest star to Earth and the center of our solar system.
Vertebrate:	Any of a large group of chordates of the subphylum Vertebrata (or Craniata), characterized by having a backbone. Vertebrates include fish, amphibians, reptiles, birds, and mammals.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

Course: 7720030 Access Science Grade 2-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5002.aspx

BASIC INFORMATION

Course Title:	Access Science Grade 2
Course Number:	7720030
Course Abbreviated Title:	ACCESS SCI GRADE 2
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation, inquiry, and data collection, students will study the nature and interdependence of:

- Earth structures
- Earth systems and patterns
- Plants and animals
- Properties of matter
- Changes in matter
- Forms of energy
- Forces and changes in motion

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how life cycles operate in predictable patterns, plants and animals have similarities and differences in the structure and care, and matter has observable characteristics and reacts to forces

	and forms of energy in predictable ways.

RELATED ACCESS POINTS: Independent(27) Supported(27) Participatory(21) Core Content Connector(0)

SC.2.E.6 Earth Structures

SC.2.E.6.1 :	Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.2.E.6.In.1 : Sort rocks according to size and shape. • SC.2.E.6.Su.1 : Sort rocks according to size. • SC.2.E.6.Pa.1 : Recognize the ground in the environment. Remarks/Examples Sizes - boulder, stone, pebble, sand, granular.
SC.2.E.6.2 :	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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.2.E.6.In.2 : Identify components of soil, such as dead plants and pieces of rock. • SC.2.E.6.Su.2 : Identify small pieces of rock in the soil. • SC.2.E.6.Pa.1 : Recognize the ground in the environment.
SC.2.E.6.3 :	Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Structures

	Access Points: • SC.2.E.6.In.3 : Recognize soil types based on color (dark or light) and texture (size of particles). • SC.2.E.6.Su.3 : Sort soil samples according to physical properties, such as color (dark or light) or texture (size of particles). • SC.2.E.6.Pa.2 : Distinguish examples of soil from other substances.

SC.2.E.7 Earth Systems and Patterns

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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.2.E.7.In.1 : Identify common weather patterns associated with each season. • SC.2.E.7.Su.1 : Recognize types of weather and match to the weather outdoors. • SC.2.E.7.Pa.1 : Recognize daily outdoor temperature as hot or cold.
SC.2.E.7.2 :	Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.2.E.7.In.2 : Identify that the Sun heats the outside air and water. • SC.2.E.7.Su.2 : Recognize that items outside are heated by the Sun. • SC.2.E.7.Pa.1 : Recognize daily outdoor temperature as hot or cold.

	Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
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). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.2.E.7.In.3 : Recognize that water in an open container will disappear (evaporate). • SC.2.E.7.Su.3 : Recognize that wet things will dry when they are left in the air. • SC.2.E.7.Pa.2 : Distinguish between items that are wet and items that are dry.
SC.2.E.7.4 :	Investigate that air is all around us and that moving air is wind. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.2.E.7.In.4 : Identify effects of wind. • SC.2.E.7.Su.4 : Recognize effects of wind. • SC.2.E.7.Pa.3 : Indicate awareness of air moving.
SC.2.E.7.5 :	State the importance of preparing for severe weather, lightning, and other weather related events. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns **Access Points:** • SC.2.E.7.In.5 : Identify harmful consequences of being outside in severe weather, such as lightning, hurricanes, or tornados. • SC.2.E.7.Su.5 : Recognize reasons for staying inside during severe weather, such as hurricanes and thunderstorms. • SC.2.E.7.Pa.4 : Recognize where to go to avoid severe

	weather, such as thunder and lightning.

SC.2.L.14 Organization and Development of Living Organisms

SC.2.L.14.1 :	Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.2.L.14.In.1 : Identify major external body parts, such as hands and legs, and their uses. • SC.2.L.14.Su.1 : Match external body parts, such as a foot, to their uses. • SC.2.L.14.Pa.1 : Recognize one or more external body parts. 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.

SC.2.L.16 Heredity and Reproduction

SC.2.L.16.1 :	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction **Access Points:** • SC.2.L.16.In.1 : Observe and recognize the major stages in the life cycles of plants and animals. • SC.2.L.16.Su.1 : Observe and recognize the sequence of stages in the life cycles of common animals. • SC.2.L.16.Pa.1 : Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs. Remarks/Examples

	Other examples for life cycles: peanuts, frogs and meal worms.

SC.2.L.17 Interdependence

SC.2.L.17.1 :	Compare and contrast the basic needs that all living things, including humans, have for survival. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.2.L.17.In.1 : Identify the basic needs of living things, including water, food, and air. • SC.2.L.17.Su.1 : Recognize that living things have basic needs, including water and food. • SC.2.L.17.Pa.1 : Recognize that animals need water.
SC.2.L.17.2 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:** • SC.2.L.17.In.2 : Recognize that many different kinds of living things are found in different habitats. • SC.2.L.17.Su.2 : Recognize that many kinds of living things are found in the environment. • SC.2.L.17.Pa.2 : Recognize common living things in the immediate environment. 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.

SC.2.N.1 The Practice of Science

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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date

	Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.2.N.1.In.1 : Ask questions and make observations about things in the natural world. • SC.2.N.1.Su.1 : Answer yes and no questions and make observations about common objects and actions in the natural world. • SC.2.N.1.Pa.1 : Request a change or help to solve a problem in the environment.
SC.2.N.1.2 :	Compare the observations made by different groups using the same tools. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.2.N.1.In.2 : Identify information about objects based on observation. • SC.2.N.1.Su.2 : Identify characteristics of objects based on observation. • SC.2.N.1.Pa.2 : Use senses to recognize objects. Remarks/Examples
	Compare the observations made by different groups using the same tools. * CCSS Connections: LACC.2.SL.1.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in groups. ** MACC.K12.MP.5: Use appropriate tools strategically.
SC.2.N.1.3 :	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:**

	• SC.2.N.1.In.1 : Ask questions and make observations about things in the natural world. • SC.2.N.1.Su.1 : Answer yes and no questions and make observations about common objects and actions in the natural world. • SC.2.N.1.Pa.1 : Request a change or help to solve a problem in the environment. Remarks/Examples * CCSS Connections: LACC.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.
SC.2.N.1.4 :	Explain how particular scientific investigations should yield similar conclusions when repeated. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.2.N.1.In.3 : Recognize that the results of a scientific activity should be the same when repeated • SC.2.N.1.Su.3 : Recognize that science activities can be repeated. • SC.2.N.1.Pa.3 : Recognize common objects in different environments. Remarks/Examples * CCSS Connections: MACC.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.
SC.2.N.1.5 :	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.2.N.1.In.2 : Identify information about objects based on

	observation. • SC.2.N.1.Su.2 : Identify characteristics of objects based on observation. • SC.2.N.1.Pa.2 : Use senses to recognize objects. Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.
SC.2.N.1.6 :	Explain how scientists alone or in groups are always investigating new ways to solve problems. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.2.N.1.In.4 : Recognize that scientists work to solve problems. • SC.2.N.1.Su.4 : Recognize that people work in science. • SC.2.N.1.Pa.1 : Request a change or help to solve a problem in the environment. Remarks/Examples * CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.

SC.2.P.10 Forms of Energy

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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.2.P.10.In.1 : Identify ways people use electricity in their lives. • SC.2.P.10.Su.1 : Recognize a way people use electricity in their lives. • SC.2.P.10.Pa.1 : Activate a device that uses electricity.

SC.2.P.13 Forces and Changes in Motion

SC.2.P.13.1 :	Investigate the effect of applying various pushes and pulls on different objects. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.2.P.13.In.1 : Observe and identify that pushing or pulling an object can change the direction of movement of the object. • SC.2.P.13.Su.1 : Identify that pushing or pulling an object makes it move. • SC.2.P.13.Pa.1 : 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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.2.P.13.In.2 : Observe and recognize that magnets can move some objects. • SC.2.P.13.Su.2 : Use magnets to cause objects to move. • SC.2.P.13.Pa.1 : 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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.2.P.13.In.3 : Identify and demonstrate that an object will fall to the ground when dropped. • SC.2.P.13.Su.3 : Recognize that an object will fall to the ground when dropped. • SC.2.P.13.Pa.2 : Indicate that an object has fallen.
SC.2.P.13.4 :	Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.2.P.13.In.4 : Identify that pushing or pulling an object with more force will make the object go faster or farther. • SC.2.P.13.Su.4 : Recognize that pushing or pulling an object with more force will make the object go faster or farther. • SC.2.P.13.Pa.1 : Recognize that pushing and pulling an object makes it move.

SC.2.P.8 Properties of Matter

SC.2.P.8.1 :	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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.2.P.8.In.1 : Identify objects by observable properties, such as, size, shape, color, • SC.2.P.8.Su.1 : Identify objects by observable properties, such as size, shape, and color. • SC.2.P.8.Pa.1 : Match objects by one observable property, such as size or color. Remarks/Examples The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2. ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.2.P.8.2 :	Identify objects and materials as solid, liquid, or gas. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.2.P.8.In.2 : Identify objects and materials as solid or

	liquid. • SC.2.P.8.Su.2 : Recognize water in solid or liquid states. • SC.2.P.8.Pa.2 : Recognize water as a liquid.
SC.2.P.8.3 :	Recognize that solids have a definite shape and that liquids and gases take the shape of their container. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.2.P.8.In.3 : Recognize that solids have a definite shape and liquids take the shape of their container. • SC.2.P.8.Su.3 : Recognize that solids have a definite shape. • SC.2.P.8.Pa.3 : Recognize different containers that hold liquids.
SC.2.P.8.4 :	Observe and describe water in its solid, liquid, and gaseous states. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.2.P.8.In.2 : Identify objects and materials as solid or liquid. • SC.2.P.8.Su.2 : Recognize water in solid or liquid states. • SC.2.P.8.Pa.2 : Recognize water as a liquid.
SC.2.P.8.5 :	Measure and compare temperatures taken every day at the same time. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.2.P.8.In.4 : Describe and compare outside daily temperatures as warm or cold. • SC.2.P.8.Su.4 : Identify outside temperatures as warm or cold. • SC.2.P.8.Pa.4 : Recognize common objects or materials as warm or cold. Remarks/Examples

	** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
SC.2.P.8.6 :	Measure and compare the volume of liquids using containers of various shapes and sizes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.2.P.8.In.5 : Compare the volume of liquid in a variety of containers. • SC.2.P.8.Su.5 : Recognize different volumes of liquids in identical containers. • SC.2.P.8.Pa.3 : Recognize different containers that hold liquids. Remarks/Examples
	Recognize the volume of a sample of liquid is independent of the size and shape of the container. ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.

SC.2.P.9 Changes in Matter

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. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Changes in Matter **Access Points:** • SC.2.P.9.In.1 : Explore and identify that observable properties of materials can be changed. • SC.2.P.9.Su.1 : Recognize changes in observable properties of materials. • SC.2.P.9.Pa.1 : Recognize that the appearance of an object or material has changed.

RELATED GLOSSARY TERM DEFINITIONS (28)

Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Electricity:	The physical phenomena arising from the behavior of electrons and protons that is caused by the attraction of particles with opposite charges and the repulsion of particles with the same charge.
Energy:	The capacity to do work.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Habitat:	A place in an ecosystem where an organism normally lives.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Life cycle:	The entire sequence of events in an organism's growth, development, and reproduction.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Mass:	The amount of matter an object contains.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.

Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
Repulsion:	The tendency of particles or bodies of the same electric charge or magnetic polarity to separate.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Skeleton:	The internal structure of vertebrate animals, composed of bone or cartilage, that supports the body, serves as a framework for the attachment of muscles, and protects the vital organs and associated structures.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Sun:	The closest star to Earth and the center of our solar system.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

Course: 7720020 Access Science Grade 1-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5001.aspx

BASIC INFORMATION

Course Title:	Access Science Grade 1
Course Number:	7720020
Course Abbreviated Title:	ACCESS SCI GRADE 1
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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. Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny. Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances. Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life. Through observation, inquiry, and data collection, students will study the nature of: • Gravity • Celestial objects • Earth structures (water and natural resources) • Living vs. non-living nature and needs • Matter (physical characteristics, movement) Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as objects respond to forces in predictable ways, stars appear at night, living things require different care than non-living things, and matter has observable characteristics.

RELATED ACCESS POINTS: Independent(19) Supported(18) Participatory(17) Core Content Connector(0)

SC.1.E.5 Earth in Space and Time

SC.1.E.5.1 :	Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.1.E.5.In.1 : Identify that there are many stars in the sky. • SC.1.E.5.Su.1 : Recognize that there are many stars in the sky. • SC.1.E.5.Pa.1 : Associate stars with the night sky.
SC.1.E.5.2 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.1.E.5.In.2 : Observe and recognize that an object will fall when it is dropped. • SC.1.E.5.Su.2 : Indicate the location of an object before and after it falls. • SC.1.E.5.Pa.2 : Track objects that fall to the ground.
SC.1.E.5.3 :	Investigate how magnifiers make things appear bigger and help people see things they could not see without them. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.1.E.5.In.3 : Identify that magnifiers enlarge the appearance of objects.

	• SC.1.E.5.Su.3 : Match a magnified item to its original item. • SC.1.E.5.Pa.3 : Recognize a familiar object enlarged by magnification.
SC.1.E.5.4 :	Identify the beneficial and harmful properties of the Sun. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.1.E.5.In.4 : Recognize positive and harmful effects of sunlight. • SC.1.E.5.Su.4 : Recognize a positive effect and a negative effect of sunlight. • SC.1.E.5.Pa.4 : Recognize effects of sunlight, such as warming and giving light.

SC.1.E.6 Earth Structures

SC.1.E.6.1 :	Recognize that water, rocks, soil, and living organisms are found on Earth's surface. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.1.E.6.In.1 : Identify rocks, water, and living things in the environment. • SC.1.E.6.Su.1 : Recognize rocks and living things in the environment. • SC.1.E.6.Pa.1 : Recognize living things in the environment.
SC.1.E.6.2 :	Describe the need for water and how to be safe around water. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.1.E.6.In.2 : Identify reasons people need water and safe practices around water. • SC.1.E.6.Su.2 : Identify reasons people need water.

	• SC.1.E.6.Pa.2 : Recognize one way people use water.
SC.1.E.6.3 :	Recognize that some things in the world around us happen fast and some happen slowly. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth Structures **Access Points:** • SC.1.E.6.In.3 : Distinguish between events that happen slowly and those that happen fast. • SC.1.E.6.Su.3 : Distinguish between actions that are fast or slow. • SC.1.E.6.Pa.3 : Recognize an action as fast or slow. Remarks/Examples Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.

SC.1.L.14 Organization and Development of Living Organisms

SC.1.L.14.1 :	Make observations of living things and their environment using the five senses. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.1.L.14.In.1 : Use sight, hearing, and smell to make observations. • SC.1.L.14.Su.1 : Use sight and hearing to make observations. • SC.1.L.14.Pa.1 : Recognize and respond to different types of sensory stimuli. Remarks/Examples Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.
SC.1.L.14.2 :	Identify the major parts of plants, including stem, roots, leaves, and flowers. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms

	Access Points: • SC.1.L.14.In.2 : Identify the leaf, flower, and stem of a plant. • SC.1.L.14.Su.2 : Recognize the leaf and flower of a plant. • SC.1.L.14.Pa.2 : Recognize that plants have leaves.
SC.1.L.14.3 :	Differentiate between living and nonliving things. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.1.L.14.In.3 : Identify characteristics of living and nonliving things, including whether they need food or water. • SC.1.L.14.Su.3 : Distinguish common living and nonliving things in the environment. • SC.1.L.14.Pa.3 : Recognize self and others as living things.

SC.1.L.16 Heredity and Reproduction

SC.1.L.16.1 :	Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction **Access Points:** • SC.1.L.16.In.1 : Match offspring of specific animals to adult animals. • SC.1.L.16.Su.1 : Recognize that baby plants and animals have parents. • SC.1.L.16.Pa.1 : Recognize one's own parents.

SC.1.L.17 Interdependence

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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Interdependence **Access Points:**

	• SC.1.L.17.In.1 : Observe and recognize that plants and animals need water and food. • SC.1.L.17.Su.1 : Observe and recognize that plants and animals need water. • SC.1.L.17.Pa.1 : Observe and recognize that people need water.

SC.1.N.1 The Practice of Science

SC.1.N.1.1 :	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.1.N.1.In.1 : Request information about the environment. • SC.1.N.1.Su.1 : Ask questions about common objects in the environment. • SC.1.N.1.Pa.1 : Recognize common objects in the environment. Remarks/Examples * CCSS Connections: LACC.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.
SC.1.N.1.2 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.1.N.1.In.2 : Use careful observation to identify objects based on size, shape, color, or texture. • SC.1.N.1.Su.2 : Recognize differences in objects through observation of size, shape, or color

	• SC.1.N.1.Pa.2 : Recognize common objects as the same. Remarks/Examples * CCSS Connections: LACC.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 MACC.K12.MP.5: Use appropriate tools strategically.
SC.1.N.1.3 :	Keep records as appropriate - such as pictorial and written records - of investigations conducted. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.1.N.1.In.3 : Draw pictures about investigations conducted. • SC.1.N.1.Su.3 : Contribute to group recordings of observations. • SC.1.N.1.Pa.1 : Recognize common objects in the environment. Remarks/Examples * CCSS Connections: MACC.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.
SC.1.N.1.4 :	Ask "how do you know?" in appropriate situations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.1.N.1.In.4 : Ask a question about a science investigation. • SC.1.N.1.Su.1 : Ask questions about common objects in the environment. • SC.1.N.1.Pa.1 : Recognize common objects in the environment.

	Remarks/Examples
	* CCSS Connections: LACC.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

SC.1.P.12 Motion of Objects

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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Motion of Objects **Access Points:** • SC.1.P.12.In.1 : Demonstrate and identify that objects can move in different ways, such as up and down, in a straight line, and back and forth. • SC.1.P.12.Su.1 : Demonstrate that objects can move in different ways, such as up and down. • SC.1.P.12.Pa.1 : Track objects moving up and down.

SC.1.P.13 Forces and Changes in Motion

SC.1.P.13.1 :	Demonstrate that the way to change the motion of an object is by applying a push or a pull. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion **Access Points:** • SC.1.P.13.In.1 : Identify the effect that a push or pull has on an object, such as changing the way an object moves. • SC.1.P.13.Su.1 : Demonstrate and recognize that pushing or pulling of an object makes it move. • SC.1.P.13.Pa.1 : Apply a push to move an object.

SC.1.P.8 Properties of Matter

SC.1.P.8.1 :	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.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.1.P.8.In.1 : Sort objects by observable properties, such as size, shape, color, or texture. • SC.1.P.8.Su.1 : Sort objects by an observable property, such as size, shape, or color. • SC.1.P.8.Pa.1 : Identify common classroom objects by one observable property, such as size or color. Remarks/Examples The use of the more familiar term 'weight' instead of the term "mass" is recommended for grades K-2.

RELATED GLOSSARY TERM DEFINITIONS (13)

Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Gravity:	The force of attraction between any two objects.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Mass:	The amount of matter an object contains.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various

	vital processes necessary for life.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Sun:	The closest star to Earth and the center of our solar system.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.

Course: 7720015 Access Science Grade Kindergarten-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5000.aspx

BASIC INFORMATION

Course Title:	Access Science Grade Kindergarten
Course Number:	7720015
Course Abbreviated Title:	ACCESS SCI GRADE K
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. 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.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

Through observation and data collection, students will study the nature of:

- Gravity
- Day and night
- The body's senses
- Living vs. non-living matter
- Movement
- Matter

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as objects respond to forces in predictable ways, day

	always follows night, and living things require different care than non-living things.

RELATED ACCESS POINTS: Independent(17) Supported(17) Participatory(15) Core Content Connector(0)

SC.K.E.5 Earth in Space and Time

SC.K.E.5.1 :	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.K.E.5.In.1 : Identify that objects can fall to the ground unless something stops them. • SC.K.E.5.Su.1 : Recognize that objects fall to the ground. • SC.K.E.5.Pa.1 : Track a falling object.
SC.K.E.5.2 :	Recognize the repeating pattern of day and night. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.K.E.5.In.2 : Identify daily activities in a 24-hour period, such as eating breakfast and going to bed, and associate activities with morning and night. • SC.K.E.5.Su.2 : Identify one common activity that occurs in the day and one that occurs in the night. • SC.K.E.5.Pa.2 : Recognize one common activity that occurs during the day.
SC.K.E.5.3 :	Recognize that the Sun can only be seen in the daytime. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:**

	• SC.K.E.5.In.3 : Identify the Sun in the daytime. • SC.K.E.5.Su.3 : Recognize the Sun in the daytime. • SC.K.E.5.Pa.3 : Associate the Sun with daytime.
SC.K.E.5.4 :	Observe that sometimes the Moon can be seen at night and sometimes during the day. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.K.E.5.In.4 : Identify the Moon in the sky at night. • SC.K.E.5.Su.4 : Recognize the Moon in the sky at night. • SC.K.E.5.Pa.4 : Associate the Moon with night.
SC.K.E.5.5 :	Observe that things can be big and things can be small as seen from Earth. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.K.E.5.In.5 : Observe big and small things in the sky. • SC.K.E.5.Su.5 : Recognize the size of items as either big or small. • SC.K.E.5.Pa.5 : Recognize items that are big.
SC.K.E.5.6 :	Observe that some objects are far away and some are nearby as seen from Earth. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time **Access Points:** • SC.K.E.5.In.6 : Identify an item that is far away and an item that is nearby. • SC.K.E.5.Su.6 : Recognize familiar objects that are far away or nearby. • SC.K.E.5.Pa.6 : Recognize items as nearby.

SC.K.L.14 Organization and Development of Living Organisms

SC.K.L.14.1 :	Recognize the five senses and related body parts. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.K.L.14.In.1 : Recognize the senses of sight, hearing, and smell and related body parts. • SC.K.L.14.Su.1 : Recognize the senses of sight and hearing and related body parts. • SC.K.L.14.Pa.1 : Recognize and respond to one type of sensory stimuli. 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.
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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.K.L.14.In.2 : Identify a behavior of an animal or plant in a book or other media that is not real. • SC.K.L.14.Su.2 : Distinguish a real animal and an animal that is not a living thing, such as a toy animal. • SC.K.L.14.Pa.2 : Distinguish between a plant and animal.
SC.K.L.14.3 :	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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms **Access Points:** • SC.K.L.14.In.3 : Identify differences in characteristics of plants and animals.

	• SC.K.L.14.Su.3 : Match identical animals and plants. • SC.K.L.14.Pa.2 : Distinguish between a plant and animal. 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.

SC.K.N.1 The Practice of Science

SC.K.N.1.1 :	Collaborate with a partner to collect information. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.K.N.1.In.1 : Identify a partner to obtain information. • SC.K.N.1.Su.1 : Collect a designated item with a partner. • SC.K.N.1.Pa.1 : Share objects with a partner. Remarks/Examples CCSS Connections: LACC.KS.1.1 Participate in collaborative converstations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SC.K.N.1.2 :	Make observations of the natural world and know that they are descriptors collected using the five senses. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.K.N.1.In.2 : Identify information about objects and actions in the natural world through observation. • SC.K.N.1.Su.2 : Identify information about objects in the natural world through observation. • SC.K.N.1.Pa.2 : Recognize common objects in the natural world through observation. Remarks/Examples

	CCSS Connections: LACC.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.
SC.K.N.1.3 :	Keep records as appropriate -- such as pictorial records -- of investigations conducted. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.K.N.1.In.3 : Observe, explore, and create a visual representation of real objects. • SC.K.N.1.Su.3 : Observe, explore, and match pictures to real objects. • SC.K.N.1.Pa.2 : Recognize common objects in the natural world through observation.
SC.K.N.1.4 :	Observe and create a visual representation of an object which includes its major features. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.K.N.1.In.3 : Observe, explore, and create a visual representation of real objects. • SC.K.N.1.Su.3 : Observe, explore, and match pictures to real objects. • SC.K.N.1.Pa.2 : Recognize common objects in the natural world through observation.
SC.K.N.1.5 :	Recognize that learning can come from careful observation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: The Practice of Science **Access Points:** • SC.K.N.1.In.2 : Identify information about objects and actions in the natural world through observation.

	• SC.K.N.1.Su.2 : Identify information about objects in the natural world through observation. • SC.K.N.1.Su.3 : Observe, explore, and match pictures to real objects. • SC.K.N.1.Pa.2 : Recognize common objects in the natural world through observation. Remarks/Examples CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend precision.

SC.K.P.10 Forms of Energy

SC.K.P.10.1 :	Observe that things that make sound vibrate. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Forms of Energy **Access Points:** • SC.K.P.10.In.1 : Identify objects that create specific sounds. • SC.K.P.10.Su.1 : Match sounds to specific objects. • SC.K.P.10.Pa.1 : Recognize and respond to common sounds.

SC.K.P.12 Motion of Objects

SC.K.P.12.1 :	Investigate that things move in different ways, such as fast, slow, etc. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning l Date Adopted or Revised: 02/08 Belongs to: Motion of Objects **Access Points:** • SC.K.P.12.In.1 : Identify ways that things move, such as fast or slow. • SC.K.P.12.Su.1 : Recognize that things move. • SC.K.P.12.Pa.1 : Track objects in motion.

SC.K.P.13 Forces and Changes in Motion

SC.K.P.13.1 :	Observe that a push or a pull can change the way an object is moving. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08

	Belongs to: Forces and Changes in Motion **Access Points:** • SC.K.P.13.In.1 : Demonstrate pushing or pulling of an object to make it move. • SC.K.P.13.Su.1 : Recognize that pushing or pulling an object makes it move. • SC.K.P.13.Pa.1 : Track the movement of objects that are pushed or pulled.

SC.K.P.8 Properties of Matter

SC.K.P.8.1 :	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts l Date Adopted or Revised: 02/08 Belongs to: Properties of Matter **Access Points:** • SC.K.P.8.In.1 : Sort objects by observable properties, such as size, shape, or color. • SC.K.P.8.Su.1 : Match objects by an observable property, such as size or color. • SC.K.P.8.Pa.1 : Recognize two common objects that are identical to each other. Remarks/Examples The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2. CCSS Connections: MACC.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.

SC.K.P.9 Changes in Matter

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. Cognitive Complexity: Level 1: Recall l Date Adopted or Revised: 02/08 Belongs to: Changes in Matter

	Access Points: • SC.K.P.9.In.1 : Recognize that the shape of objects, such as paper, changes when cut, torn, or crumpled. • SC.K.P.9.Su.1 : Recognize that the shape of objects, such as paper, changes when cut or torn. • SC.K.P.9.Pa.1 : Recognize a change in an object.

RELATED GLOSSARY TERM DEFINITIONS (12)

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

	of gravity.

Course: Physical Education: K-5- 7715010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4999.aspx

BASIC INFORMATION

Course Title:	Physical Education: K-5
Course Number:	7715010
Course Abbreviated Title:	PE: K-5
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

STANDARDS (270)

GRADE: K

Strand: MOVEMENT COMPETENCY

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.K.M.1.In.a Perform locomotor skills to travel in personal and general space.
PE.K.M.1.In.j Perform a creative movement sequence with use of one movement concept.
PE.K.M.1.In.k Balance on a body part.
PE.K.M.1.In.l Perform more than one rolling action.

PE.K.M.1.In.m Move in a variety of ways in relation to moving objects, such as chasing, fleeing, and dodging.
PE.K.M.1.In.b Strike a stationary, modified object with a body part.
PE.K.M.1.In.c Balance a lightweight object on a paddle.
PE.K.M.1.In.d Strike a modified object using a modified implement.
PE.K.M.1.In.e Release and catch a large playground ball.
PE.K.M.1.In.f Participate in a variety of modified introductory water skills, such as water entry, put face in water, and supported with feet off bottom.
PE.K.M.1.In.g Catch a variety of self-tossed modified objects.
PE.K.M.1.In.h Roll and throw a variety of modified objects using an underhand motion.
PE.K.M.1.In.i Throw a variety of objects using an overhand motion.

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

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

Strand: COGNITIVE ABILITIES

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

activities.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

PE.K.L.2.In.f Identify healthy and unhealthy food choices.

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

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

Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
PE.K.R.2.Pa.a Associate physical activity with enjoyment.
PE.K.R.2.Pa.b Try guided motor movements.
PE.K.R.2.Pa.c Continue to attend when not successful.
PE.K.R.2.Pa.d Enjoy playing in guided activities.

GRADE: 1

Strand: MOVEMENT COMPETENCY

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.1.M.1.In.a Perform locomotor skills to travel in personal and general space.
PE.1.M.1.In.j Perform a self-designed creative movement/dance sequence with a clear beginning shape and use of one movement concept.
PE.1.M.1.In.k Demonstrate a sequence of a balance and a roll.
PE.1.M.1.In.l Perform a transfer of body weight to the hands.
PE.1.M.1.In.m Move to avoid or catch others.
PE.1.M.1.In.n Jump and land safely using a take-off and landing pattern using at least one piece of equipment, such as hoops, stationary ropes, and boxes.
PE.1.M.1.In.b Strike a modified object upward using a body part.
PE.1.M.1.In.c Strike a lightweight object upward more than one time using a paddle.
PE.1.M.1.In.d Strike a modified stationary object using a modified long-handled implement so that the object travels a short distance.
PE.1.M.1.In.e Dribble an object with hands or feet in general space.
PE.1.M.1.In.f Use a variety of basic water skills, such as prone float and recover, back float with assistance, and move forward and backward with assistance.

PE.1.M.1.In.g Move in more than one direction to catch self-tossed modified objects.
PE.1.M.1.In.h Use an underhand throwing motion for accuracy.

Supported
PE.1.M.1.Su.a Perform locomotor skills to travel in general space.
PE.1.M.1.Su.j Perform a self-designed creative movement/dance sequence with use of one movement concept.
PE.1.M.1.Su.k Perform a balance and a roll consecutively.
PE.1.M.1.Su.l Imitate a transfer of body weight to the hands.
PE.1.M.1.Su.m Move to avoid others.
PE.1.M.1.Su.n Leap and land safely using at least one piece of equipment.
PE.1.M.1.Su.b Swing upward and make contact with a modified object using a body part.
PE.1.M.1.Su.c Strike a lightweight object upward using a modified paddle.
PE.1.M.1.Su.d Strike a modified stationary object using a modified long-handled implement.
PE.1.M.1.Su.e Throw or kick an object.
PE.1.M.1.Su.f Use a variety of modified basic water skills.
PE.1.M.1.Su.g Move in a direction to trap modified objects with both hands.
PE.1.M.1.Su.h Perform an underhand throwing motion using modified objects.
PE.1.M.1.Su.i Perform an overhand throwing motion using modified objects.

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

Strand: COGNITIVE ABILITIES

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.1.C.1.In.a Identify a characteristic of a variety of locomotor skills.

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

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

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

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

PE.1.L.2.Su.h Recognize more than one food group.

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

Strand: RESPONSIBLE BEHAVIORS AND VALUES

Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.1.R.2.In.a Recognize feelings resulting from participation in physical activity.

PE.1.R.2.In.b Recognize favorite physical activities.
PE.1.R.2.In.c Enjoy learning new movement skills.

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

Participatory
PE.1.R.2.Pa.a Associate a feeling with participation in physical activity.
PE.1.R.2.Pa.b Associate a physical activity with own preference.
PE.1.R.2.Pa.c Try new guided movement skills.

GRADE: 2

Strand: MOVEMENT COMPETENCY

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
PE.2.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, including rhythms/dance.
PE.2.M.1.Su.j Perform a balance, a roll, and a balance consecutively.

PE.2.M.1.Su.k Perform a transfer of body weight to the hands.
PE.2.M.1.Su.l Move to avoid obstacles.
PE.2.M.1.Su.b Swing upward and downward with a body part and make contact with a modified object.
PE.2.M.1.Su.c Strike a modified object both upward and downward using a modified paddle.
PE.2.M.1.Su.d Strike a stationary object using a modified long-handled implement so the object moves a short distance.
PE.2.M.1.Su.e Dribble with hands or feet.
PE.2.M.1.Su.f Perform a modified fundamental aquatics skill.
PE.2.M.1.Su.g Move in a direction to trap modified objects softly tossed by a stationary partner.
PE.2.M.1.Su.h Perform an overhand throwing motion at modified targets.
PE.2.M.1.Su.i Imitate a pattern of steps associated with a folk or line dance.

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

Strand: COGNITIVE ABILITIES

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.2.C.1.In.a Identify characteristics of locomotor skills.
PE.2.C.1.In.b Identify safety rules and procedures for selected physical activities.
PE.2.C.1.In.c Identify technologies that can be used to enhance experiences in physical education.
PE.2.C.1.In.d Identify the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.1.In.e Identify that warm-up and cool-down activities are important.
PE.2.C.1.In.f Identify the difference between offense and defense.
PE.2.C.1.In.g Identify that practice improves performance of movement skills.

PE.2.C.1.In.h Identify and use teacher feedback to improve performance.
PE.2.C.1.In.i Identify movement concepts, such as directions, pathways, and levels.

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

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

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

Access Point for Students with Significant Cognitive Disabilities

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

Supported
PE.2.L.1.Su.a Participate in moderate modified physical activity on a daily basis.
PE.2.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.
PE.2.L.1.Su.c Select and meet a physical activity goal.
PE.2.L.1.Su.d Recognize that opportunities for participation in physical activities change during the year.
PE.2.L.1.Su.e Recognize healthful benefits that result from regular participation in physical activity.
PE.2.L.1.Su.f Imitate a person using the proper crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

Participatory
PE.2.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.2.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.2.L.1.Pa.c Select and complete a physical activity.
PE.2.L.1.Pa.d Associate a physical activity with a season.
PE.2.L.1.Pa.e Recognize a healthful benefit that results from regular participation in physical activity.
PE.2.L.1.Pa.f Participate in a guided crossing sequence, such as stop at the edge, look left, look right, look left again, and keep looking.

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.2.L.2.In.a Recognize how strength and endurance are involved in physical activities.
PE.2.L.2.In.j Recognize selected body types.
PE.2.L.2.In.k Identify food in food groups.
PE.2.L.2.In.b Recognize selected components of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.
PE.2.L.2.In.c Recognize the physiological signs of moderate physical activity.
PE.2.L.2.In.d Participate in modified informal physical fitness assessment.
PE.2.L.2.In.e Recognize that technology can aid physical fitness.
PE.2.L.2.In.f Recognize selected principles of physical fitness, such as frequency, intensity, or time.
PE.2.L.2.In.g Recognize that a strong heart pumps more blood.
PE.2.L.2.In.h Engage in physical activity that causes an increased heart rate and heavy breathing.
PE.2.L.2.In.i Perform selected stretching exercises.

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

PE.2.L.2.Su.j Recognize that bodies differ.
PE.2.L.2.Su.k Recognize food in food groups.
PE.2.L.2.Su.b Recognize a component of health-related physical fitness, such as cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, or body composition.
PE.2.L.2.Su.c Recognize a physiological sign of moderate physical activity.
PE.2.L.2.Su.d Participate in selected modified informal physical fitness assessment.
PE.2.L.2.Su.e Recognize a use of technology in physical fitness.
PE.2.L.2.Su.f Recognize a principle of physical fitness, such as frequency, intensity, or time.
PE.2.L.2.Su.g Recognize that a heart pumps blood.
PE.2.L.2.Su.h Participate in physical activity that causes an increased heart rate and heavy breathing.
PE.2.L.2.Su.i Perform a stretching exercise.

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

Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
PE.2.R.1.Su.a Participate in play with a variety of other students.
PE.2.R.1.Su.b Recognize feelings resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.Su.c Offer help to others.
PE.2.R.1.Su.d Handle equipment safely by putting it away when not in use in a physical activity.
PE.2.R.1.Su.e Identify what has been done.
PE.2.R.1.Su.f Ask for help to work things out with others.

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

GRADE: 3

Strand: MOVEMENT COMPETENCY

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

gymnastics and dance, aquatics).

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.3.M.1.In.a Perform locomotor skills in a variety of movement settings, such as sequences, dances, and games.
PE.3.M.1.In.j Perform one dance, such as square, contra, step, or social.
PE.3.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending.
PE.3.M.1.In.l Jump a self-turned rope.
PE.3.M.1.In.b Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction.
PE.3.M.1.In.c Strike an object more than once using a paddle demonstrating a forehand pattern.
PE.3.M.1.In.d Strike a modified moving object using a long-handled implement.
PE.3.M.1.In.e Control the ball while dribbling with hands or feet.
PE.3.M.1.In.f Perform a basic swim skill such as flutter kick, alternating arm movements, and treading water.
PE.3.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner.
PE.3.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion.
PE.3.M.1.In.i Perform a teacher-designed sequence using a manipulative, such as tinikling, lumni sticks, or jumping rope.

Supported
PE.3.M.1.Su.a Perform selected locomotor skills in a variety of movement settings, such as sequences, dances, and games.
PE.3.M.1.Su.j Imitate a pattern of steps associated with a dance, such as square, contra, step, or social.
PE.3.M.1.Su.k Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.
PE.3.M.1.Su.l Jump a turning rope.
PE.3.M.1.Su.b Strike a stationary object from a stationary position using body parts so that the object travels.
PE.3.M.1.Su.c Strike a modified object more than one time with a lateral movement using a paddle.
PE.3.M.1.Su.d Strike a modified moving object using a modified long-handled implement.
PE.3.M.1.Su.e Dribble an object in a specified direction with hands or feet.
PE.3.M.1.Su.f Perform a guided basic swim skill.
PE.3.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner.
PE.3.M.1.Su.h Toss balls of various sizes and weights to a stationary partner.
PE.3.M.1.Su.i Imitate a teacher-designed movement sequence using a manipulative such as tinikling, lumni sticks, or jumping rope.

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

Strand: COGNITIVE ABILITIES

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
PE.3.C.1.Su.a Recognize a purposeful movement, such as timing, flow, sequencing, or rhythm.
PE.3.C.1.Su.b Recognize the importance of safety rules and procedures in physical activities.
PE.3.C.1.Su.c Recognize that technology that can be used to assess performance, such as pedometers, heart-rate monitors, and video.
PE.3.C.1.Su.d Recognize items that can be used for assisting in a water-related emergency.
PE.3.C.1.Su.e Recognize reasons for warm-up or cool-down.

PE.3.C.1.Su.f Identify the difference between offense and defense.
PE.3.C.1.Su.g Recognize how practice improves performance of movement skills.
PE.3.C.1.Su.h Examine peer performance and offer feedback.

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

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.3.L.1.In.a Participate in moderate physical activity on a daily basis.
PE.3.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.
PE.3.L.1.In.c Recognize lifestyle changes, such as taking stairs, cycling, and walking that can be made to increase the level of physical activity.
PE.3.L.1.In.d Recognize opportunities for involvement in the school and community for regular participation in physical activities.
PE.3.L.1.In.e Keep a personal record of participation in physical activity over a period of time, such as a week.
PE.3.L.1.In.f Identify the correct way to fit a bicycle helmet.

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

time.
PE.3.L.2.Su.g Participate in modified physical activity that promotes cardiorespiratory endurance.
PE.3.L.2.Su.h Associate results of selected fitness testing with ability to perform various activities.
PE.3.L.2.Su.i Recognize how to safely stretch a muscle.

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

Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

GRADE: 4

Strand: MOVEMENT COMPETENCY

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.4.M.1.In.a Demonstrate movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.
PE.4.M.1.In.j Perform more than one dance, such as square, contra, step, or social.
PE.4.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique.

PE.4.M.1.In.l Run and jump over a low or medium level obstacle.
PE.4.M.1.In.b Strike a moving object from a stationary position using body parts so that the object travels in the intended direction.
PE.4.M.1.In.c Strike a modified object more than once using a paddle/racket demonstrating a forehand pattern.
PE.4.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel.
PE.4.M.1.In.e Dribble and pass to a stationary partner.
PE.4.M.1.In.f Perform a swim stroke, such as front crawl, backstroke, elementary back stroke, or modified breaststroke.
PE.4.M.1.In.g Move in different directions to catch modified objects of different sizes thrown by a stationary partner from varying distances.
PE.4.M.1.In.h Throw balls of various sizes and weights to a stationary partner using an overhand motion from a distance.
PE.4.M.1.In.i Perform a teacher-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, while demonstrating purposeful movements and smooth transitions.

Supported
PE.4.M.1.Su.a Use selected movement concepts in the performance of locomotor skills in a variety of movement settings, such as sequences, dances, and games.
PE.4.M.1.Su.j Imitate a pattern of steps associated with a variety of dances.
PE.4.M.1.Su.k Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.
PE.4.M.1.Su.l Walk and jump over a low level obstacle.
PE.4.M.1.Su.b Strike a moving object from a stationary position using body parts so that the object travels.
PE.4.M.1.Su.c Strike a modified object more than once using a modified paddle/racket demonstrating a forehand pattern.
PE.4.M.1.Su.d Strike both moving and stationary objects with long-handled implements.
PE.4.M.1.Su.e Control the ball while dribbling (with hands or feet).
PE.4.M.1.Su.f Perform a guided swim stroke.
PE.4.M.1.Su.g Move in different directions to trap modified objects of different sizes thrown by a stationary partner from varying distances.
PE.4.M.1.Su.h Throw a ball in the direction of a stationary partner from varying distances.
PE.4.M.1.Su.i Perform a teacher-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, demonstrating purposeful movements.

Participatory
PE.4.M.1.Pa.a Imitate selected movement concepts in the performance of locomotor skills in a variety of movement settings such as sequences, dances, and games.
PE.4.M.1.Pa.j Perform a guided movement associated with more than one dance, such as square, contra, step, or social.
PE.4.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, a rolling action, and an ending.
PE.4.M.1.Pa.l Jump over a low level obstacle.

PE.4.M.1.Pa.b Swing at a moving object from a stationary position using body parts.
PE.4.M.1.Pa.c Swing at a modified object using a modified paddle/racket.
PE.4.M.1.Pa.d Strike a modified moving object with a modified long-handled implement.
PE.4.M.1.Pa.e Throw or kick a ball in a specified direction.
PE.4.M.1.Pa.f Perform a guided modified swim stroke.
PE.4.M.1.Pa.g Trap modified objects of different sizes with both hands tossed from a distance.
PE.4.M.1.Pa.h Toss modified objects from a distance.
PE.4.M.1.Pa.i Imitate a teacher-designed movement sequence with or without manipulatives, demonstrating purposeful movements.

Strand: COGNITIVE ABILITIES

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
PE.4.C.1.Su.a Recognize the importance of purposeful movements, such as timing, flow, sequencing, or rhythm, in a variety of movement settings including performing movement routines.
PE.4.C.1.Su.b Recognize the importance of safety in all physical activities.
PE.4.C.1.Su.c Use a technology, such as pedometers, heart-rate monitors, and video, to gather information about performance.
PE.4.C.1.Su.d Recognize the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.1.Su.e Recognize a proper warm-up and cool-down technique and the reason for using them.

PE.4.C.1.Su.f Recognize a basic offensive or defensive tactic for modified invasion and net activities.
PE.4.C.1.Su.g Recognize an error in personal movement patterns.
PE.4.C.1.Su.h Identify skills that use similar movement patterns.

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

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

Supported
PE.4.L.2.Su.a Recognize the part of the body being strengthened during physical activities, such as arm muscles or leg muscles.
PE.4.L.2.Su.j Recognize a characteristic of a healthy body composition.
PE.4.L.2.Su.k Identify strategies for improving selected fitness components.
PE.4.L.2.Su.l Identify short- and long-term fitness goals.
PE.4.L.2.Su.m Recognize a single serving size, such as one-half cup cooked pasta, one cup dry cereal, one cup milk, or one tablespoon peanut butter.
PE.4.L.2.Su.b Recognize an activity related to selected components of physical fitness.
PE.4.L.2.Su.c Recognize that exercise affects personal fitness.
PE.4.L.2.Su.d Participate in selected modified formal and informal physical fitness assessment.

PE.4.L.2.Su.e Recognize ways that technology can assist in the pursuit of physical fitness.
PE.4.L.2.Su.f Recognize the principles of physical fitness, such as frequency, intensity, or time.
PE.4.L.2.Su.g Achieve a target heart rate during an aerobic activity.
PE.4.L.2.Su.h Participate in a selected modified physical activity for the purpose of improving physical fitness.
PE.4.L.2.Su.i Recognize that stretches reduce chances of injury.

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

Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

Access Point for Students with Significant Cognitive Disabilities

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

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

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

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

Access Point for Students with Significant Cognitive Disabilities

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

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

Participatory
PE.4.R.2.Pa.a Associate physical activity with a positive social experience.
PE.4.R.2.Pa.b Practice a skill for which improvement is needed.
PE.4.R.2.Pa.c Recognize that physical activity is enjoyable.

GRADE: 5

Strand: MOVEMENT COMPETENCY

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.5.M.1.In.a Demonstrate locomotor skills while applying appropriate movement concepts in a variety of settings, such as sequences, dances, and games.
PE.5.M.1.In.j Perform a variety of dances, such as square, contra, step, or social, accurately.
PE.5.M.1.In.k Perform a basic gymnastics sequence with a clear beginning; two movement elements, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique and smooth transitions.
PE.5.M.1.In.b Approach and strike a moving object with body parts so that the object travels in the intended direction.

PE.5.M.1.In.c Strike an object more than one time with a partner using a paddle/racquet.
PE.5.M.1.In.d Strike both moving and stationary objects with long-handled implements so the objects travel in the intended direction.
PE.5.M.1.In.e Use dribbling skills in modified games.
PE.5.M.1.In.f Demonstrate more than one swim stroke, such as front crawl, backstroke, breaststroke, sidestroke, or butterfly.
PE.5.M.1.In.g Catch a variety of objects while traveling.
PE.5.M.1.In.h Throw a pass overhand to a moving partner using a variety of objects.
PE.5.M.1.In.i Perform a self-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, demonstrating clear shapes, purposeful movements, and smooth transitions.

Supported
PE.5.M.1.Su.a Use locomotor skills while applying selected movement concepts in a variety of settings, such as sequences, dances, and games.
PE.5.M.1.Su.j Perform a variety of dances, such as square, contra, step, or social.
PE.5.M.1.Su.k Perform a basic gymnastics sequence with a clear beginning; one movement element, such as balances, rolling actions, changes in speed/direction, or skills requiring weight on hands; and an ending with correct technique.
PE.5.M.1.Su.b Approach and strike a moving object with body parts so that the object travels.
PE.5.M.1.Su.c Strike a modified object more than one time to a partner using a paddle/racket.
PE.5.M.1.Su.d Strike both moving and stationary objects with long-handled implements so the objects travel.
PE.5.M.1.Su.e Perform dribbling skills in various activities.
PE.5.M.1.Su.f Perform a swim stroke.
PE.5.M.1.Su.g Catch a variety of modified objects while traveling.
PE.5.M.1.Su.h Throw a pass to a moving partner.
PE.5.M.1.Su.i Perform a self-designed sequence with or without manipulatives, such as tinikling, lumni sticks, or jumping rope, demonstrating clear shapes and purposeful movements.

Participatory
PE.5.M.1.Pa.a Perform locomotor skills exhibiting selected movement concepts in a variety of settings, such as sequences, dances, and games.
PE.5.M.1.Pa.j Perform a guided movement associated with a variety of dances.
PE.5.M.1.Pa.k Perform a basic gymnastics sequence with a beginning, more than one rolling action, and an ending.
PE.5.M.1.Pa.b Strike a moving object from a stationary position using body parts.
PE.5.M.1.Pa.c Strike a modified object to a partner using a modified paddle/racket.
PE.5.M.1.Pa.d Strike both moving and stationary modified objects with a modified long-handled implement so the objects travel.
PE.5.M.1.Pa.e Throw or kick a ball to a stationary partner.
PE.5.M.1.Pa.f Perform a modified swim stroke.
PE.5.M.1.Pa.g Move to trap modified objects tossed by a stationary partner.
PE.5.M.1.Pa.h Toss modified objects to a recipient (partner).
PE.5.M.1.Pa.i Perform a movement sequence with or without manipulatives, demonstrating purposeful movements.

Strand: COGNITIVE ABILITIES

Standard 1: Identifies, analyzes and evaluates movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.5.C.1.In.a Identify and demonstrate purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
PE.5.C.1.In.b Combine skills and rules into a new game.
PE.5.C.1.In.c Identify and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
PE.5.C.1.In.d Identify the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
PE.5.C.1.In.e Identify basic practice principles that enhance performance.
PE.5.C.1.In.f Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.In.g Identify and correct errors in personal movement patterns.
PE.5.C.1.In.h Identify skills and sports that use similar patterns or concepts.

Supported
PE.5.C.1.Su.a Recognize and use purposeful movements, such as timing, flow, sequencing, and rhythm, in a variety of movement settings including performing movement routines.
PE.5.C.1.Su.b Identify skills and rules of a new game.
PE.5.C.1.Su.c Recognize and use feedback gathered from the use of technology to enhance performance, such as pedometers, heart-rate monitors, and video.
PE.5.C.1.Su.d Recognize the different basic water rescue techniques, such as Reach, Throw, Row, or Don't Go.
PE.5.C.1.Su.e Recognize basic practice principles that enhance performance.
PE.5.C.1.Su.f Recognize basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.Su.g Recognize and correct errors in personal movement patterns.
PE.5.C.1.Su.h Identify skills that use similar patterns or concepts.

Participatory
PE.5.C.1.Pa.a Recognize and use sequence and rhythm in purposeful movement in a variety of movement settings including performing guided movement routines.
PE.5.C.1.Pa.b Recognize the rules in a game or activity.
PE.5.C.1.Pa.c Recognize and use feedback gathered from the use of a selected technology to enhance performance, such as pedometers, heart-rate monitors, or video.
PE.5.C.1.Pa.d Recognize items used in water rescue, such as pole, towel, or flotation device.
PE.5.C.1.Pa.e Recognize a basic practice principle that enhances performance.

PE.5.C.1.Pa.f Recognize basic offensive or defensive tactics.
PE.5.C.1.Pa.g Recognize and correct an error in selected personal movement patterns.
PE.5.C.1.Pa.h Recognize skills that use similar patterns or concepts.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.5.L.1.In.a Participate in moderate physical activity on a daily basis.
PE.5.L.1.In.b Demonstrate involvement in selected physical activities both during and after the school day.
PE.5.L.1.In.c Use lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
PE.5.L.1.In.d Use technology and information literacy to identify selected opportunities for participation in physical activities.
PE.5.L.1.In.e Create a plan to increase the amount of time spent in physical activity.
PE.5.L.1.In.f Identify the importance of being visible and communicating when cycling.

Supported
PE.5.L.1.Su.a Participate in moderate modified physical activity on a daily basis.
PE.5.L.1.Su.b Demonstrate involvement in modified physical activities both during and after the school day.
PE.5.L.1.Su.c Perform lifestyle behaviors to increase physical activity, such as taking stairs, cycling, rollerblading, and walking.
PE.5.L.1.Su.d Use selected technology and information literacy to recognize selected opportunities for participation in physical activities.
PE.5.L.1.Su.e Select a plan to increase the amount of time spent in physical activity.
PE.5.L.1.Su.f Recognize the importance of being visible and communicating when cycling.

Participatory
PE.5.L.1.Pa.a Participate in modified physical activity on a daily basis.
PE.5.L.1.Pa.b Demonstrate involvement in selected modified physical activities both during and after the school day.
PE.5.L.1.Pa.c Recognize one lifestyle behavior to increase physical activity, such as taking stairs, cycling, rollerblading, or walking.
PE.5.L.1.Pa.d Use a technology or information literacy to recognize a selected opportunity for participation in physical activities.
PE.5.L.1.Pa.e Recognize a plan to increase the amount of time spent in physical activity.
PE.5.L.1.Pa.f Recognize the importance of being visible when cycling.

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

Access Point for Students with Significant Cognitive Disabilities

Independent

PE.5.L.2.In.a Identify muscular strength and muscular endurance.
PE.5.L.2.In.j Examine progress in achieving short- and long-term fitness goals.
PE.5.L.2.In.k Describe the consequences of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.In.l Identify food for a balanced meal.
PE.5.L.2.In.b Participate in activities that develop and maintain selected components of physical fitness.
PE.5.L.2.In.c Examine personal physical fitness assessment results and use strategies to enhance performance.
PE.5.L.2.In.d Describe how technology can assist in the pursuit of physical fitness.
PE.5.L.2.In.e Use principles of physical fitness, such as frequency, intensity, and time.
PE.5.L.2.In.f Recognize the heart rate intensity that enhances cardiorespiratory endurance.
PE.5.L.2.In.g Regularly participate in modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.In.h Identify selected stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.2.In.i Identify the benefits of maintaining a healthy body composition.

Supported

PE.5.L.2.Su.a Recognize muscular strength and muscular endurance.
PE.5.L.2.Su.j Identify progress in achieving short- and long-term fitness goals.
PE.5.L.2.Su.k Identify consequences of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.Su.l Recognize food for a balanced meal.
PE.5.L.2.Su.b Participate in activities that develop and maintain a component of physical fitness.
PE.5.L.2.Su.c Identify personal physical fitness assessment results and use strategies to enhance performance.
PE.5.L.2.Su.d Identify a way that technology can assist in the pursuit of physical fitness.
PE.5.L.2.Su.e Use selected principles of physical fitness, such as frequency, intensity, or time.
PE.5.L.2.Su.f Recognize that heart rate intensity affects cardiorespiratory endurance.
PE.5.L.2.Su.g Regularly participate in selected modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.Su.h Recognize selected stretching exercises to perform prior to physical activity.
PE.5.L.2.Su.i Recognize a benefit of maintaining a healthy body composition.

Participatory

PE.5.L.2.Pa.a Recognize muscular strength or muscular endurance.
PE.5.L.2.Pa.j Recognize progress in achieving fitness goals.
PE.5.L.2.Pa.k Recognize a consequence of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.Pa.l Recognize food in a balanced meal.
PE.5.L.2.Pa.b Participate in a guided activity that develops and maintains a component of

physical fitness.
PE.5.L.2.Pa.c Recognize a personal physical fitness assessment result and use a guided strategy to enhance performance.
PE.5.L.2.Pa.d Recognize ways that technology can assist in the pursuit of physical fitness.
PE.5.L.2.Pa.e Use a selected principle of physical fitness, such as frequency, intensity, or time.
PE.5.L.2.Pa.f Associate heart rate intensity with physical fitness.
PE.5.L.2.Pa.g Regularly participate in guided modified physical activity for the purpose of improving physical fitness.
PE.5.L.2.Pa.h Associate a stretching exercise with flexibility.
PE.5.L.2.Pa.i Recognize a characteristic of a healthy body composition.

Strand: RESPONSIBLE BEHAVIORS AND VALUES

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.5.R.1.In.a Recognize selected positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.In.b Arrange equipment safely and appropriately for practice.
PE.5.R.1.In.c Work with a partner to improve performance.
PE.5.R.1.In.d Recognize similar and different activity choices of peers.

Supported
PE.5.R.1.Su.a Recognize a positive attribute that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.Su.b Arrange equipment safely for practice.
PE.5.R.1.Su.c Work with a partner.
PE.5.R.1.Su.d Recognize different activity choices made by peers.

Participatory
PE.5.R.1.Pa.a Recognize a positive attribute in another person in physical activities.
PE.5.R.1.Pa.b Select equipment to begin an activity.
PE.5.R.1.Pa.c Work with a partner in a guided activity.
PE.5.R.1.Pa.d Recognize activity choices of others.

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

Access Point for Students with Significant Cognitive Disabilities

Independent
PE.5.R.2.In.a Recognize that participation in physical activity can be challenging, pleasurable,

and fun.
PE.5.R.2.In.b Identify benefits of physical activity.
PE.5.R.2.In.c Identify selected enjoyable physical activities.

Supported
PE.5.R.2.Su.a Recognize that participation in physical activity can be fun and pleasurable.
PE.5.R.2.Su.b Recognize benefits of physical activity.
PE.5.R.2.Su.c Recognize selected enjoyable physical activities.

Participatory
PE.5.R.2.Pa.a Recognize that participation in physical activity can be fun.
PE.5.R.2.Pa.b Recognize a benefit of physical activity.
PE.5.R.2.Pa.c Recognize an enjoyable physical activity.

PE.K.C.1.1:	Recognize locomotor skills. Remarks/Examples Some examples of locomotor skills would be walking, running, skipping, leaping, hopping, jumping, and galloping.
PE.K.C.1.2:	Recognize physical activities have safety rules and procedures.
PE.K.C.1.3:	Recognize technology can be utilized during physical activity.
PE.K.C.1.4:	Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.
PE.K.C.1.5:	Recognize the concept of a dominant hand/foot for throwing/striking patterns.
PE.K.C.1.6:	Recite cues for a variety of movement patterns and skills.
PE.K.C.1.7:	Identify personal and general space.
PE.K.C.1.8:	Recognize movement concepts. Remarks/Examples Some examples of movement concepts would be directions, pathways, and levels.
PE.K.C.1.9:	Identify body parts.
PE.K.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.K.L.1.2:	Identify opportunities for involvement in physical activities both during and after the school day.

PE.K.L.1.3:	Describe physical activity goal-setting.
PE.K.L.1.4:	Invite others to participate in physical activities with them. Remarks/Examples Some examples of people who could be invited to participate with them would be parents, siblings, and friends.
PE.K.L.1.5:	Recognize that physical activity is good for you.
PE.K.L.1.6:	Verbally state the search (look left, look right, look left again) used before crossing a roadway.
PE.K.L.2.1:	Recognize that strong muscles help the body perform physical activities.
PE.K.L.2.2:	Recognize the physiological signs of physical activity. Remarks/Examples Some examples of the physiological signs of physical activity would be an increased heart rate and faster breathing.
PE.K.L.2.3:	Recognize the difference in the activity of the heart during rest and while physically active.
PE.K.L.2.4:	Participate in a variety of games that increase breathing and heart rate.
PE.K.L.2.5:	Recognize that flexibility is important.
PE.K.L.2.6:	Differentiate between healthy and unhealthy food choices.
PE.K.M.1.1:	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.10:	Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
PE.K.M.1.11:	Balance on a variety of body parts.
PE.K.M.1.12:	Perform a variety of rolling actions.
PE.K.M.1.13:	Move in a variety of ways in relation to others. Remarks/Examples Some examples of this would be chasing, fleeing, and dodging.
PE.K.M.1.2:	Strike objects using body parts forcefully.

PE.K.M.1.3:	Balance a lightweight object on a paddle while moving.
PE.K.M.1.4:	Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions. Remarks/Examples Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.
PE.K.M.1.5:	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6:	Participate in a variety of introductory water skills. Remarks/Examples Some examples of introductory water skills would be water entry, putting face in water, and supported with feet off the bottom.
PE.K.M.1.7:	Catch a variety of self-tossed objects.
PE.K.M.1.8:	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9:	Throw a variety of objects forcefully using an overhand motion.
PE.K.R.1.1:	Treat others with respect during play.
PE.K.R.1.2:	Practice specific skills as assigned until the teacher signals the end of practice.
PE.K.R.1.3:	Use equipment safely and properly.
PE.K.R.1.4:	Identify sharing with a partner as a way to cooperate.
PE.K.R.2.1:	Identify physical activities that are enjoyable.
PE.K.R.2.2:	Willingly try new movements and motor skills.
PE.K.R.2.3:	Continue to participate when not successful on the first try.
PE.K.R.2.4:	Enjoy participation alone and with others.
PE.1.C.1.1:	Identify the critical elements of locomotor skills.
PE.1.C.1.2:	Identify safety rules and procedures for selected physical activities.
PE.1.C.1.3:	Identify technologies that can be utilized to enhance physical activity.
PE.1.C.1.4:	Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.
PE.1.C.1.5:	Name examples of warm-up and cool-down exercises.

PE.1.C.1.6:	Recognize the importance of practicing to improve performance.
PE.1.C.1.7:	Use skill cues to improve performance.
PE.1.C.1.8:	Identify one's own dominant hand/foot for use with dribbling/striking skills.
PE.1.C.1.9:	Identify movement concepts. Remarks/Examples Some examples of movement concepts would be directions, pathways, and levels.
PE.1.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.1.L.1.2:	Demonstrate involvement in physical activities both during and after the school day.
PE.1.L.1.3:	Set physical activity goals.
PE.1.L.1.4:	Recognize that there are opportunities for physical activity outside of school.
PE.1.L.1.5:	Identify the health benefits of physical activity.
PE.1.L.1.6:	Identify edges, pedestrians, vehicles, and traffic.
PE.1.L.2.1:	Describe the benefit of strengthening muscles.
PE.1.L.2.2:	Recognize that health-related physical fitness consists of different components.
PE.1.L.2.3:	Identify the physiological signs of physical activity. Remarks/Examples Some examples of the physiological signs of physical activity would be an increased heart rate and faster breathing.
PE.1.L.2.4:	Compare and contrast changes in heart rate before, during, and after physical activity.
PE.1.L.2.5:	Recognize his or her heart beats faster during more intense physical activity.
PE.1.L.2.6:	Explain the cardiorespiratory benefit of regular participation in physical activity.
PE.1.L.2.7:	Properly flex and extend body parts to promote flexibility.

PE.1.L.2.8:	Name the food groups.
PE.1.M.1.1:	Travel using various locomotor skills while changing directions, pathways, and speeds.
PE.1.M.1.10:	Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.
PE.1.M.1.11:	Demonstrate a sequence of a balance, a roll, and a different balance.
PE.1.M.1.12:	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13:	Chase, flee, and dodge to avoid or catch others.
PE.1.M.1.14:	Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment. Remarks/Examples Some examples of equipment would be hoops, stationary ropes, and boxes.
PE.1.M.1.2:	Strike an object upward using body parts.
PE.1.M.1.3:	Strike a lightweight object upward continuously using a paddle.
PE.1.M.1.4:	Strike a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction. Remarks/Examples Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.
PE.2.R.1.3:	Offer help to others when appropriate.
PE.1.M.1.5:	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6:	Demonstrate a variety of basic water skills. 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.
PE.1.M.1.7:	Move in different directions to catch a variety of self-tossed objects.

PE.1.M.1.8:	Demonstrate an underhand throwing motion for accuracy using correct technique.
PE.1.M.1.9:	Demonstrate an overhand throwing motion for distance using correct technique.
PE.1.R.1.1:	Choose playmates without regard to personal differences. Remarks/Examples Some examples of personal differences would be race, gender, and disability.
PE.1.R.1.2:	Appreciate the benefits that accompany cooperation and sharing.
PE.1.R.1.3:	Follow directions during a large group activity.
PE.1.R.1.4:	Use equipment and space safely and properly.
PE.1.R.1.5:	Display consideration of others while participating on the playground.
PE.1.R.2.1:	Identify feelings resulting from participation in physical activity.
PE.1.R.2.2:	Identify physical activity preferences.
PE.1.R.2.3:	Like the challenge of learning new movement skills.
PE.2.C.1.1:	Describe the critical elements of locomotor skills.
PE.2.C.1.2:	Understand safety rules and procedures for selected physical activities.
PE.2.C.1.3:	Utilize technology to enhance experiences in physical education.
PE.2.C.1.4:	Understand the importance of wearing a life jacket (personal flotation device) when on a boat or near water.
PE.2.C.1.5:	Understand that warm-up and cool-down activities are important.
PE.2.C.1.6:	Define offense and defense.
PE.2.C.1.7:	Understand that appropriate practice improves performance of movement skills.
PE.2.C.1.8:	Apply teacher feedback to effect change in performance.
PE.2.C.1.9:	Describe movement concepts. Remarks/Examples Some examples of movement concepts would be directions, pathways, and levels.

PE.2.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.2.L.1.2:	Demonstrate involvement in physical activities both during and after the school day.
PE.2.L.1.3:	Set and meet physical activity goals.
PE.2.L.1.4:	Describe how opportunities for participation in physical activities change over the seasons.
PE.2.L.1.5:	Describe healthful benefits that result from regular participation in physical activity.
PE.2.L.1.6:	Identify the proper crossing sequence. Remarks/Examples The proper crossing sequence is: stop at the edge, look left, look right. look left again, keep looking.
PE.2.L.2.1:	Recognize how muscular strength and endurance enhance performance in physical activities.
PE.2.L.2.10:	Recognize that there are different somatotypes (endomorph, mesomorph, ectomorph).
PE.2.L.2.11:	Categorize food into food groups.
PE.2.L.2.2:	Identify the components of health-related physical fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).
PE.2.L.2.3:	Recognize the physiological signs of moderate to vigorous physical activity. Remarks/Examples Some of the physiological signs would be sweating, an increased heart rate, and heavy breathing.
PE.2.L.2.4:	Participate in informal physical fitness assessment.
PE.2.L.2.5:	Recognize that technology can be used to assist in the pursuit of physical fitness.
PE.2.L.2.6:	Recognize the principles of physical fitness. Remarks/Examples

	Some examples of the principles of physical fitness would be frequency, intensity, and time.
PE.2.L.2.7:	Explain that a stronger heart muscle can pump more blood with each beat.
PE.2.L.2.8:	Engage in sustained physical activity that causes an increased heart rate and heavy breathing.
PE.2.L.2.9:	Perform appropriate stretching exercises.
PE.2.M.1.1:	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance.
PE.2.M.1.10:	Demonstrate a sequence of a balance, a roll, and a different balance with correct technique and smooth transitions.
PE.2.M.1.11:	Perform at least one skill that requires the transfer of weight to hands.
PE.2.M.1.12:	Chase, flee, and dodge to avoid or catch others while maneuvering around obstacles.
PE.2.M.1.2:	Strike an object continuously using body parts both upward and downward.
PE.2.M.1.3:	Strike an object continuously using a paddle both upward and downward.
PE.2.M.1.4:	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction. Remarks/Examples Some examples of a long-handled implement would be bats, hockey sticks, and golf clubs.
PE.2.M.1.5:	Dribble with hands and feet in various pathways, directions, and speeds around stationary objects.
PE.2.M.1.6:	Perform a variety of fundamental aquatics skills. Remarks/Examples Some examples of fundamental aquatics skills would be prone float with flutter kick and back float recover to a standing position.
PE.2.M.1.7:	Move in different directions to catch a variety of objects softly tossed

	by a stationary partner.
PE.2.M.1.8:	Demonstrate an overhand throwing motion for distance demonstrating correct technique and accuracy.
PE.2.M.1.9:	Perform one folk or line dance accurately with good technique.
PE.2.R.1.1:	Play and cooperate with others regardless of personal differences such as gender, skill level, or ethnicity.
PE.2.R.1.2:	Accept the feelings resulting from challenges, successes, and failures in physical activity.
PE.2.R.1.4:	Handle equipment safely by putting it away when not in use.
PE.2.R.1.5:	Honestly report the results of work.
PE.2.R.1.6:	Successfully resolve conflicts with others.
PE.2.R.2.1:	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.
PE.2.R.2.2:	Describe the relationship between skill competence and enjoyment.
PE.2.R.2.3:	Begin to function as a member of a cooperative group.
PE.3.C.1.1:	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.
PE.3.C.1.2:	Understand the importance of safety rules and procedures in all physical activities.
PE.3.C.1.3:	Understand that technology can be utilized to assess performance. Remarks/Examples Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.
PE.3.C.1.4:	Identify and explain different items that can be used for assisting in a water related emergency.

Course: 7721015 Access Social Studies - Grade 4-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5026.aspx

BASIC INFORMATION

Course Title:	Access Social Studies - Grade 4
Course Number:	7721015
Course Abbreviated Title:	ACCESS SOC ST - 4
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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 a significant cognitive disability. **Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or

	global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world. Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them. Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities. **Access Social Studies - Grade Four** **Major Concepts/Content:** Florida Studies – The fourth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

RELATED ACCESS POINTS: Independent(41) Supported(41) Participatory(41) Core Content Connector(0)

SS.4.A.1 Historical Inquiry and Analysis

SS.4.A.1.1 :	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis

	Access Points: • SS.4.A.1.In.a : Use primary and secondary resources to obtain information about important people and events from Florida history. • SS.4.A.1.Su.a : Use a primary and secondary resource to obtain information about a famous person or event from Florida history. • SS.4.A.1.Pa.a : Recognize an artifact, picture, or video about Florida. Remarks/Examples Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
SS.4.A.1.2 :	Synthesize information related to Florida history through print and electronic media. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.4.A.1.In.b : Use print and electronic media to collect information about Florida history. • SS.4.A.1.Su.b : Use print and electronic media to identify information about Florida history. • SS.4.A.1.Pa.b : Use technology to access information about Florida. Remarks/Examples Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.

SS.4.A.2 Pre-Columbian Florida

SS.4.A.2.1 :	Compare Native American tribes in Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Pre-Columbian Florida **Access Points:** • SS.4.A.2.In.a : Identify important cultural aspects of Native

	American tribes of Florida, such as living in villages and making pottery. • SS.4.A.2.Su.a : Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery. • SS.4.A.2.Pa.a : Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears. Remarks/Examples Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.

SS.4.A.3 Exploration and Settlement of Florida

SS.4.A.3.1 :	Identify explorers who came to Florida and the motivations for their expeditions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.a : Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches. • SS.4.A.3.Su.a : Recognize a European explorer who came to Florida, such as Ponce de Leon. • SS.4.A.3.Pa.a : Recognize that people came to Florida long ago. 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.
SS.4.A.3.10 :	Identify the causes and effects of the Seminole Wars. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.j : Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave. • SS.4.A.3.Su.j : Recognize that the United States fought wars

	against the Seminole tribe. • SS.4.A.3.Pa.j : Recognize that people fight against each other in a war. Remarks/Examples Examples may include, but are not limited to, Jackson's ivasion of Florida (First Seminole War), without federal permission.
SS.4.A.3.2 :	Describe causes and effects of European colonization on the Native American tribes of Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.b : Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases. • SS.4.A.3.Su.b : Recognize an effect of European colonization on Native American tribes in Florida, such as slavery. • SS.4.A.3.Pa.b : Recognize differences between Europeans and Native Americans. 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.
SS.4.A.3.3 :	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.c : Recognize St. Augustine as the oldest permanent European settlement in the United States. • SS.4.A.3.Su.c : Recognize that St. Augustine is an old settlement. • SS.4.A.3.Pa.c : Recognize that people live together in the same location (settlement).

	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.
SS.4.A.3.4 :	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.d : Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans. • SS.4.A.3.Su.d : Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans. • SS.4.A.3.Pa.d : Recognize that people live together in the same location (settlement).
SS.4.A.3.5 :	Identify the significance of Fort Mose as the first free African community in the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.e : Identify that African slaves escaped to Fort Mose to live in freedom. • SS.4.A.3.Su.e : Recognize that African slaves went to Fort Mose to be free. • SS.4.A.3.Pa.e : Recognize an aspect of freedom. Remarks/Examples Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.
SS.4.A.3.6 :	Identify the effects of Spanish rule in Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:**

	• SS.4.A.3.In.f : Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons. • SS.4.A.3.Su.f : Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons. • SS.4.A.3.Pa.f : Recognize a Spanish influence in Florida. Remarks/Examples Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.
SS.4.A.3.7 :	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.g : Identify different nations that controlled Florida, such as Spain or England. • SS.4.A.3.Su.g : Recognize a nation that controlled Florida, such as Spain. • SS.4.A.3.Pa.g : Recognize that different groups of people lived in Florida long ago.
SS.4.A.3.8 :	Explain how the Seminole tribe formed and the purpose for their migration. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida **Access Points:** • SS.4.A.3.In.h : Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida. • SS.4.A.3.Su.h : Recognize that the Seminole tribe went to live in the Everglades. • SS.4.A.3.Pa.h : Recognize a reason for moving (migration).
SS.4.A.3.9 :	Explain how Florida (Adams-Onis Treaty) became a U.S. territory. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Exploration and Settlement of Florida

	Access Points: • SS.4.A.3.In.i : Recognize that Spain signed an agreement (treaty) to make Florida a United States territory. • SS.4.A.3.Su.i : Recognize that Spain gave Florida back to the United States. • SS.4.A.3.Pa.i : Recognize that Florida is part of the United States.

SS.4.A.4 Growth of Florida

SS.4.A.4.1 :	Explain the effects of technological advances on Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth of Florida **Access Points:** • SS.4.A.4.In.a : Identify technological advances that affected Florida, such as railroads and steamboats. • SS.4.A.4.Su.a : Recognize a technological change that affected Florida, such as railroads. • SS.4.A.4.Pa.a : Recognize modes of transportation in Florida. Remarks/Examples Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.
SS.4.A.4.2 :	Describe pioneer life in Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Growth of Florida **Access Points:** • SS.4.A.4.In.b : Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats. • SS.4.A.4.Su.b : Recognize a characteristic of pioneer life in Florida, such as farming. • SS.4.A.4.Pa.b : Recognize that pioneers lived in Florida a long time ago.

	Remarks/Examples Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.

SS.4.A.5 Crisis of the Union: Civil War and Reconstruction in Florida

SS.4.A.5.1 :	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Crisis of the Union: Civil War and Reconstruction in Florida **Access Points:** • SS.4.A.5.In.a : Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. • SS.4.A.5.Su.a : Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War. • SS.4.A.5.Pa.a : Recognize that battles were fought in Florida in the Civil War. Remarks/Examples Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.
SS.4.A.5.2 :	Summarize challenges Floridians faced during Reconstruction. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Crisis of the Union: Civil War and Reconstruction in Florida **Access Points:** • SS.4.A.5.In.b : Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping). • SS.4.A.5.Su.b : Recognize that during Reconstruction, Florida’s freed slaves needed jobs and landowners needed workers. • SS.4.A.5.Pa.b : Recognize ways different groups of people work together.

	Remarks/Examples Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.

SS.4.A.6 Industrialization and Emergence of Modern Florida

SS.4.A.6.1 :	Describe the economic development of Florida's major industries. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Industrialization and Emergence of Modern Florida **Access Points:** • SS.4.A.6.In.a : Identify Florida's major industries, such as timber, tourism, and citrus. • SS.4.A.6.Su.a : Recognize major industries in Florida, such as timber, tourism, and citrus. • SS.4.A.6.Pa.a : Recognize a major industry in Florida. 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).
SS.4.A.6.2 :	Summarize contributions immigrant groups made to Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Industrialization and Emergence of Modern Florida **Access Points:** • SS.4.A.6.In.b : Identify contributions of immigrants to Florida, such as language, food, or customs. • SS.4.A.6.Su.b : Recognize contributions of immigrants to Florida, such as language, food, or customs. • SS.4.A.6.Pa.b : Recognize variations in language, food, or customs of immigrants in Florida. Remarks/Examples Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.
SS.4.A.6.3 :	Describe the contributions of significant individuals to Florida.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Industrialization and Emergence of Modern Florida **Access Points:** • SS.4.A.6.In.c : Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune. • SS.4.A.6.Su.c : Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune. • SS.4.A.6.Pa.c : Recognize that many people made contributions to Florida. 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.
SS.4.A.6.4 :	Describe effects of the Spanish American War on Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Industrialization and Emergence of Modern Florida **Access Points:** • SS.4.A.6.In.d : Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors. • SS.4.A.6.Su.d : Recognize that Florida's population increased during the Spanish American War. • SS.4.A.6.Pa.d : Recognize that many people made contributions to Florida. Remarks/Examples Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.

SS.4.A.7 Roaring 20's, the Great Depression, and WWII in Florida

SS.4.A.7.1 :	Describe the causes and effects of the 1920's Florida land boom and bust.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Roaring 20's, the Great Depression, and WWII in Florida **Access Points:** • SS.4.A.7.In.a : Identify the basic causes and effects of the 1920s Florida land boom and bust. • SS.4.A.7.Su.a : Recognize the cause of the 1920s Florida land bust. • SS.4.A.7.Pa.a : Recognize an effect of the Florida land bust. Remarks/Examples Examples may include, but are not limited to, land speculation.
SS.4.A.7.2 :	Summarize challenges Floridians faced during the Great Depression. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Roaring 20's, the Great Depression, and WWII in Florida **Access Points:** • SS.4.A.7.In.b : Identify challenges Floridians faced during the Great Depression. • SS.4.A.7.Su.b : Recognize challenges Floridians faced during the Great Depression. • SS.4.A.7.Pa.b : Recognize a challenge of the Great Depression. Remarks/Examples Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.
SS.4.A.7.3 :	Identify Florida's role in World War II. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Roaring 20's, the Great Depression, and WWII in Florida **Access Points:** • SS.4.A.7.In.c : Recognize Florida's role in World War II. • SS.4.A.7.Su.c : Recognize that Florida played a role in World War II. • SS.4.A.7.Pa.c : Recognize that people in Florida were involved in a war.

	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.

SS.4.A.8 Contemporary Florida into the 21st Century

SS.4.A.8.1 :	Identify Florida's role in the Civil Rights Movement. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Contemporary Florida into the 21st Century **Access Points:** • SS.4.A.8.In.a : Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government. • SS.4.A.8.Su.a : Recognize that Florida played a role in the Civil Rights Movement. • SS.4.A.8.Pa.a : Recognize that people have rights. 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.
SS.4.A.8.2 :	Describe how and why immigration impacts Florida today. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Contemporary Florida into the 21st Century **Access Points:** • SS.4.A.8.In.b : Identify how immigration impacts Florida today. • SS.4.A.8.Su.b : Recognize how immigration impacts Florida today. • SS.4.A.8.Pa.b : Recognize that people move into Florida today.
SS.4.A.8.3 :	Describe the effect of the United States space program on Florida's economy and growth. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Contemporary Florida into the 21st Century

	Access Points: • SS.4.A.8.In.c : Recognize ways that Florida has changed due to the space program, such as new technologies and population growth. • SS.4.A.8.Su.c : Recognize a way Florida has changed due to the space program, such as new technologies or population growth. • SS.4.A.8.Pa.c : Recognize an aspect of Florida's space program.
SS.4.A.8.4 :	Explain how tourism affects Florida's economy and growth. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Contemporary Florida into the 21st Century **Access Points:** • SS.4.A.8.In.d : Recognize that tourism brings people, money, and jobs to Florida. • SS.4.A.8.Su.d : Recognize that tourism brings people and money to Florida. • SS.4.A.8.Pa.d : Recognize a characteristic of tourism in Florida, such as people.

SS.4.A.9 Chronological Thinking

SS.4.A.9.1 :	Utilize timelines to sequence key events in Florida history. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking **Access Points:** • SS.4.A.9.In.a : Complete a timeline to sequence important events in Florida history. • SS.4.A.9.Su.a : Sequence pictures on a timeline to show important events in Florida history. • SS.4.A.9.Pa.a : Recognize pictures on a simple timeline of important events in Florida.

SS.4.C.1 Foundations of Government, Law, and the American Political System

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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • 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.

SS.4.C.2 Civic and Political Participation

SS.4.C.2.1 :	Discuss public issues in Florida that impact the daily lives of its citizens. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.4.C.2.In.a : Identify common public issues in Florida that impact the daily lives of its citizens. • SS.4.C.2.Su.a : Recognize common public issues in Florida that impact the daily lives of its citizens. • SS.4.C.2.Pa.a : Recognize a common public issue in the local community that impacts the daily lives of its citizens. Remarks/Examples (e.g., taxes, school accountability)
SS.4.C.2.2 :	Identify ways citizens work together to influence government and help solve community and state problems. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.4.C.2.In.b : Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering. • SS.4.C.2.Su.b : Recognize ways to work with a group to help

	solve a community problem, such as voting, meeting together, and sharing information. • SS.4.C.2.Pa.b : Recognize a way to work with a group to help solve a problem. Remarks/Examples Examples are voting, petitioning, conservation, recycling.
SS.4.C.2.3 :	Explain the importance of public service, voting, and volunteerism. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.4.C.2.In.c : Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering. • SS.4.C.2.Su.c : Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information. • SS.4.C.2.Pa.c : Recognize a way to work with a group to help solve a problem.

SS.4.C.3 Structure and Functions of Government

SS.4.C.3.1 :	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.4.C.3.In.a : Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws). • SS.4.C.3.Su.a : Recognize that Florida has three branches of government with a governor, lawmakers, and judges. • SS.4.C.3.Pa.a : Recognize that Florida has a governor.
SS.4.C.3.2 :	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government

	Access Points: • SS.4.C.3.In.b : Identify differences between state and local government, including the role of leaders and lawmakers. • SS.4.C.3.Su.b : Recognize a difference between state and local government, such as governor and mayor. • SS.4.C.3.Pa.b : Recognize the leader of the state government (governor).

SS.4.E.1 Beginning Economics

SS.4.E.1.1 :	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.4.E.1.In.a : Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads). • SS.4.E.1.Su.a : Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks). • SS.4.E.1.Pa.a : Recognize that many people made contributions to Florida. Remarks/Examples Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.
SS.4.E.1.2 :	Explain Florida's role in the national and international economy and conditions that attract businesses to the state. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.4.E.1.In.b : Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry. • SS.4.E.1.Su.b : Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry.

	• SS.4.E.1.Pa.b : Associate a good or service with Florida, such as oranges, spacecraft, or theme parks. Remarks/Examples Examples are tourism, agriculture, phosphate, space industry.

SS.4.G.1 The World in Spatial Terms

SS.4.G.1.1 :	Identify physical features of Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.4.G.1.In.a : Recognize physical features of Florida, such as bodies of water, location, and landforms. • SS.4.G.1.Su.a : Recognize selected physical features of Florida, such as bodies of water and landforms. • SS.4.G.1.Pa.a : Recognize a physical feature of Florida, such as water. Remarks/Examples Examples are bodies of water, location, landforms.
SS.4.G.1.2 :	Locate and label cultural features on a Florida map. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.4.G.1.In.b : Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions. • SS.4.G.1.Su.b : Recognize a cultural feature on a Florida map, such as the state capital or a major city. • SS.4.G.1.Pa.b : Associate an outline map or image with the state of Florida. Remarks/Examples Examples are state capitals, major cities, tourist attractions.
SS.4.G.1.3 :	Explain how weather impacts Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms

	Access Points: • SS.4.G.1.In.c : Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. • SS.4.G.1.Su.c : Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate. • SS.4.G.1.Pa.c : Recognize examples of weather in Florida, such as thunderstorms. Remarks/Examples Examples are hurricanes, thunderstorms, drought, mild climate.
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). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.4.G.1.In.d : Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend. • SS.4.G.1.Su.d : Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend. • SS.4.G.1.Pa.d : Associate a picture or symbol with a location on a Florida map.

PE.3.C.1.5:	Identify the reasons for warm-up and cool-down.
PE.3.C.1.6:	Describe basic offensive and defensive tactics.
PE.3.C.1.7:	Explain how appropriate practice improves performance of movement skills.
PE.3.C.1.8:	Analyze peer performance and provide feedback.
PE.3.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.3.L.1.2:	Demonstrate involvement in physical activities both during and after the school day.
PE.3.L.1.3:	Identify lifestyle changes that can be made to increase the level of physical activity.
PE.3.L.1.4:	Identify opportunities in the school and community for regular participation in physical activities.
PE.3.L.1.5:	Use an activity log to maintain a personal record of participation in physical activity over a period of time.
PE.3.L.1.6:	Differentiate between the correct and incorrect way to fit a bicycle helmet.
PE.3.L.2.1:	Describe how muscular strength and endurance enhance performance in physical activities.
PE.3.L.2.10:	Identify different somatotypes (endomorph, mesomorph, ectomorph).
PE.3.L.2.11:	Identify individual strengths and weaknesses based upon results of a formal fitness test.
PE.3.L.2.12:	Read food labels for specific nutrition facts. Remarks/Examples Some examples of nutrition facts would be ingredients, serving size, and nutrients.
PE.3.L.2.2:	Match physical fitness assessment events to the associated fitness component.
PE.3.L.2.3:	Describe the relationship between the heart and lungs during physical activity.
PE.3.L.2.4:	Participate in formal and informal physical fitness assessment.

PE.3.L.2.5:	Identify ways that technology can assist in the pursuit of physical fitness.
PE.3.L.2.6:	Identify principles of physical fitness. Remarks/Examples Some examples of principles of physical fitness would be frequency, intensity, and time.
PE.3.L.2.7:	Engage in appropriate physical activity that results in the development of cardiorespiratory endurance.
PE.3.L.2.8:	Associate results of fitness testing to personal health status and ability to perform various activities.
PE.3.L.2.9:	Know how to safely stretch major muscle groups.
PE.3.M.1.1:	Apply locomotor skills in a variety of movement settings. Remarks/Examples Some examples of movement settings would be sequences, dances, and games.
PE.3.M.1.10:	Perform one dance accurately and with good technique. Remarks/Examples Some examples of types of dances would be square, contra, step, and social.
PE.3.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions. Remarks/Examples Some examples of movement elements would be balances, rolling actions, changes in speed/direction, and skills requiring weight on hands.
PE.3.M.1.12:	Continuously jump a self-turned rope.
PE.3.M.1.2:	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height. Remarks/Examples Some examples of striking activities would be volleying, kicking, and

	punting.
PE.3.M.1.3:	Strike an object continuously using a paddle demonstrating correct technique of a forehand pattern. Remarks/Examples Some examples of ways to strike using a forehand pattern continuously would be against a wall or a partner fed toss.
PE.3.M.1.4:	Strike both moving and stationary objects using a long-handled implement. Remarks/Examples Some examples of long-handled implements would be bats, hockey sticks, and golf clubs.
PE.3.M.1.5:	Maintain control while dribbling with hands or feet against a defender.
PE.3.M.1.6:	Demonstrate a combination of basic swim skills. Remarks/Examples Some examples of basic swim skills would be prone and back float with flutter kick, alternating arm movements, and treading water.
PE.3.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner.
PE.3.M.1.8:	Throw balls of various sizes and weights to a stationary partner using a correct overhand motion.
PE.3.M.1.9:	Perform a teacher-designed sequence using manipulatives. Remarks/Examples Some examples of sequences using manipulatives would be tinikling, lummi sticks, and jumping rope.
PE.3.R.1.1:	Work cooperatively with peers of differing skill levels.
PE.3.R.1.2:	Willingly try new activities.
PE.3.R.1.3:	Take responsibility for his/her own behavior.
PE.3.R.1.4:	Cooperate with all class members by sharing and taking turns.

PE.3.R.1.5:	Show respect for the views of a peer from a different cultural background.
PE.3.R.2.1:	Seek personally challenging physical activity experiences.
PE.3.R.2.2:	Celebrate own accomplishments without gloating.
PE.3.R.2.3:	Choose to participate in group physical activities.
PE.3.R.2.4:	Appreciate the good performance of others.
PE.4.C.1.1:	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.
PE.4.C.1.2:	Understand the importance of safety in all physical activities, especially those that are high risk.
PE.4.C.1.3:	Use technology to gather information about performance. Remarks/Examples Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.
PE.4.C.1.4:	Understand the importance of protecting parts of the body from the harmful rays of the sun.
PE.4.C.1.5:	Identify proper warm-up and cool-down techniques and the reasons for using them.
PE.4.C.1.6:	Identify basic offensive and defensive tactics for modified invasion and net activities.
PE.4.C.1.7:	Detect errors in personal movement patterns.
PE.4.C.1.8:	Compare and contrast skills/sports that use similar movement patterns.
PE.4.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.4.L.1.2:	Demonstrate involvement in physical activities both during and after the school day.
PE.4.L.1.3:	Implement at least one lifestyle behavior to increase physical activity.

	Remarks/Examples Some examples of lifestyle behaviors would be taking stairs, cycling, rollerblading, and walking.
PE.4.L.1.4:	Use technology and/or information literacy to identify opportunities for participation in physical activities.
PE.4.L.1.5:	Make observations about one's personal level of physical activity.
PE.4.L.1.6:	Discuss the importance of wearing a bicycle helmet.
PE.4.L.2.1:	Identify the muscles being strengthened during the performance of specific physical activities.
PE.4.L.2.10:	Recognize the benefits of maintaining a healthy body composition.
PE.4.L.2.11:	Develop strategies for improving selected fitness components.
PE.4.L.2.12:	Develop short and long-term fitness goals.
PE.4.L.2.13:	Understand appropriate serving size. 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.
PE.4.L.2.2:	Identify several activities related to each component of physical fitness.
PE.4.L.2.3:	Recognize that physiological responses to exercise are related to levels of personal fitness.
PE.4.L.2.4:	Participate in formal and informal physical fitness assessment.
PE.4.L.2.5:	Describe ways that technology can assist in the pursuit of physical fitness.
PE.4.L.2.6:	Explain principles of physical fitness. Remarks/Examples Some examples of principles of physical fitness would be frequency, intensity, and time.
PE.4.L.2.7:	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.

PE.4.L.2.8:	Participate in selected physical activities for the purpose of improving physical fitness.
PE.4.L.2.9:	Recognize that specific stretches increase flexibility and reduce the chance of injury.
PE.4.M.1.1:	Apply movement concepts to the performance of locomotor skills in a variety of movement settings. Remarks/Examples Some examples of movement settings would be sequences, dances, and games.
PE.4.M.1.10:	Perform two or more dances accurately and with good technique. Remarks/Examples Some examples of dances would be line, square, contra, folk, step, and social.
PE.4.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions. Remarks/Examples Some examples of movement elements would be balances, rolling actions, changes in speed/direction, and skills requiring weight on hands.
PE.4.M.1.12:	Run and hurdle a succession of low to medium level obstacles.
PE.4.M.1.2:	Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height. Remarks/Examples Some examples of activities to apply this would be volleying, kicking, and punting.
PE.4.M.1.3:	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.4.M.1.4:	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction. Remarks/Examples

	Some examples of long-handled implements would be golf clubs, bats, and hockey sticks.
PE.4.M.1.5:	Dribble and pass to a moving partner.
PE.4.M.1.6:	Perform a variety of swim strokes. Remarks/Examples Some examples of swim strokes would be front crawl, backstroke, elementary back stroke, and modified breaststroke.
PE.4.M.1.7:	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
PE.4.M.1.8:	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
PE.4.M.1.9:	Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions. Remarks/Examples Some examples of sequences would be rhythm, movement, and dance. Some examples of manipulatives would be tinikling poles, lummi sticks, and jump ropes.
PE.4.R.1.1:	Recognize the influence of individual differences on participation in physical activities. Remarks/Examples Some examples of individual differences would be age, disability, gender, race, culture, and skill level.
PE.4.R.1.2:	Regularly encourage others and refrain from put-down statements.
PE.4.R.1.3:	Demonstrate respect and caring for student(s) with disabilities through verbal and non-verbal encouragement and assistance.
PE.4.R.2.1:	Recognize physical activity as a positive opportunity for social and group interaction.
PE.4.R.2.2:	Choose to practice skills for which improvement is needed.
PE.4.R.2.3:	Recognize the connection between skill competence and enjoyment of physical activity.

Course: 7721014 Access Social Studies - Grade 3-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5025.aspx

BASIC INFORMATION

Course Title:	Access Social Studies - Grade 3
Course Number:	7721014
Course Abbreviated Title:	ACCESS SOC ST - 3
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending

RELATED ACCESS POINTS: Independent(33) Supported(33) Participatory(33) Core Content Connector(0)

SS.3.A.1 Historical Inquiry and Analysis

SS.3.A.1.1 :	Analyze primary and secondary sources. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.3.A.1.In.a : Identify and use primary sources, such as artifacts and photographs, and secondary sources, such as

	texts and videos related to important historical figures or events. • SS.3.A.1.Su.a : Use primary or secondary sources, such as pictures, artifacts, or books, to identify important people or events from the past. • SS.3.A.1.Pa.a : Recognize important people or events in artifacts, videos, or photographs. Remarks/Examples Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2 :	Utilize technology resources to gather information from primary and secondary sources. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.3.A.1.In.b : Use technology resources to gather information about a historical person or event. • SS.3.A.1.Su.b : Use a technology resource to locate information about important people or events from the past. • SS.3.A.1.Pa.b : Use technology to access information.
SS.3.A.1.3 :	Define terms related to the social sciences. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.3.A.1.In.c : Relate the term “history” to events from the past, “geography” to locations, and “economics” to money. • SS.3.A.1.Su.c : Recognize that history is about events from the past and geography is about places. • SS.3.A.1.Pa.c : Recognize concepts of time, such as morning and afternoon, and concepts of place, such as the location of an activity or event. Remarks/Examples Examples may include, but are not limited to, history, geography,

	civics, government, economics.

SS.3.C.1 Foundations of Government, Law, and the American Political System

SS.3.C.1.1 :	Explain the purpose and need for government. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.3.C.1.In.a : Recognize the purpose of government in the community, such as to provide laws, services, and safety. • SS.3.C.1.Su.a : Recognize the purpose of rules and laws in the school and community, such as to promote safety, order, and good citizenship. • SS.3.C.1.Pa.a : Recognize rules in the school, such as respecting others. Remarks/Examples Examples are safety, organization, services, protection of rights.
SS.3.C.1.2 :	Describe how government gains its power from the people. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.3.C.1.In.b : Identify that government gains its power from the people. • SS.3.C.1.Su.b : Recognize that government gains its power from the people. • SS.3.C.1.Pa.b : Recognize that governments have power.
SS.3.C.1.3 :	Explain how government was established through a written Constitution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.3.C.1.In.c : Identify that government is based on a set of written laws that all people must follow. • SS.3.C.1.Su.c : Recognize that government is based on written laws.

	• SS.3.C.1.Pa.c : Recognize that governments have laws.

SS.3.C.2 Civic and Political Participation

SS.3.C.2.1 :	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.3.C.2.In.a : Identify actions of citizens that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. • SS.3.C.2.Su.a : Recognize actions that contribute to the community, such as respecting property, helping neighbors, and participating in community activities. • SS.3.C.2.Pa.a : Recognize an action that contributes to the school community, such as respecting property, helping others, or participating in school activities. Remarks/Examples Examples are food drives, book drives, community, clean-up, voting.

SS.3.C.3 Structure and Functions of Government

SS.3.C.3.1 :	Identify the levels of government (local, state, federal). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.3.C.3.In.a : Recognize leaders of local, state, and federal government, such as the mayor, governor, and president. • SS.3.C.3.Su.a : Recognize a leader of local, state, or federal government, such as the mayor, governor, or president. • SS.3.C.3.Pa.a : Recognize a leader in government, such as a president.
SS.3.C.3.2 :	Describe how government is organized at the local level. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government

	Access Points: • SS.3.C.3.In.b : Recognize that the local community has a group that makes the rules and the mayor is the leader. • SS.3.C.3.Su.b : Recognize that the local community has a group that makes the rules. • SS.3.C.3.Pa.b : Recognize that people in authority make rules in the community. Remarks/Examples Examples are executive branch - mayor; legislative branch - city commission; judicial branch - county and circuit courts.
SS.3.C.3.3 :	Recognize that every state has a state constitution. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • 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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.3.C.3.In.d : Recognize that the Constitution is the set of laws that people in the United States must follow. • SS.3.C.3.Su.d : Recognize the Constitution is a set of written laws. • SS.3.C.3.Pa.d : Recognize that the United States has laws.

SS.3.E.1 Beginning Economics

SS.3.E.1.1 :	Give examples of how scarcity results in trade. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics

	Access Points: • SS.3.E.1.In.a : Identify that people can trade for products that are not available locally. • SS.3.E.1.Su.a : Recognize that people can trade for products that are not available locally. • SS.3.E.1.Pa.a : Recognize that people trade for items they want or need. Remarks/Examples Examples are oil, video games, food.
SS.3.E.1.2 :	List the characteristics of money. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.3.E.1.In.b : Recognize characteristics of money, such as portable and recognizable. • SS.3.E.1.Su.b : Recognize a characteristic of money, such as portable. • SS.3.E.1.Pa.b : Recognize coins as money. Remarks/Examples Examples are portable, divisible, recognizable, durable.
SS.3.E.1.3 :	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.3.E.1.In.c : Recognize the roles of buyers and sellers in exchanging goods and services. • SS.3.E.1.Su.c : Recognize the roles of buyers and sellers in exchanging goods. • SS.3.E.1.Pa.c : Recognize that buyers trade money for goods.
SS.3.E.1.4 :	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08

	Belongs to: Beginning Economics **Access Points:** • SS.3.E.1.In.d : Recognize forms of money used in the United States and one other country. • SS.3.E.1.Su.d : Recognize forms of money used in the United States. • SS.3.E.1.Pa.d : Recognize coins as money.

SS.3.G.1 The World in Spatial Terms

SS.3.G.1.1 :	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.3.G.1.In.a : Use a thematic map or chart to identify selected geographic information, such as land and body of water on a map or population on a chart. • SS.3.G.1.Su.a : Use a physical map to identify selected geographic information, such as land, water, and coastlines. • SS.3.G.1.Pa.a : Recognize personal location on a pictorial map. Remarks/Examples Types of photographs may include satellite or aerial.
SS.3.G.1.2 :	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) . Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.3.G.1.In.b : Identify elements on a map, such as key/legend, cardinal directions, and compass rose. • SS.3.G.1.Su.b : Recognize elements on a map, such as a picture key, cardinal directions, and title. • SS.3.G.1.Pa.b : Locate pictures or symbols on a drawing or

	map.
SS.3.G.1.3 :	Label the continents and oceans on a world map. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.3.G.1.In.c : Recognize selected continents and oceans on a world map. • SS.3.G.1.Su.c : Recognize a continent and an ocean on a map. • SS.3.G.1.Pa.c : Recognize land and water using a color key on a map.
SS.3.G.1.4 :	Name and identify the purpose of maps (physical, political, elevation, population). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.3.G.1.In.d : Identify selected maps, such as a physical map and a political map. • SS.3.G.1.Su.d : Recognize a map, such as a physical map or a political map. • SS.3.G.1.Pa.d : Recognize personal location on a pictorial map.
SS.3.G.1.5 :	Compare maps and globes to develop an understanding of the concept of distortion. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.3.G.1.In.e : Identify differences between maps and globes. • SS.3.G.1.Su.e : Recognize differences between maps and globes. • SS.3.G.1.Pa.e : 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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.3.G.1.In.f : Use maps to identify distances between two places, such as near or far, closer or farther, and next to. • SS.3.G.1.Su.f : Use maps to recognize distances between two places, such as near or far, and next to. • SS.3.G.1.Pa.f : Locate pictures or symbols on a drawing or map. Remarks/Examples Examples are linear, fractional, word.

SS.3.G.2 Places and Regions

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). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.3.G.2.In.a : Recognize North America, the United States, and Mexico on a map. • SS.3.G.2.Su.a : Recognize the United States on a map of North America. • SS.3.G.2.Pa.a : Recognize an outline map or image of the United States.
SS.3.G.2.2 :	Identify the five regions of the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.3.G.2.In.b : Recognize north, south, east, and west as they relate to the regions of the United States. • SS.3.G.2.Su.b : Recognize north, south, east, and west in the United States. • SS.3.G.2.Pa.b : Recognize an outline map or image of the

	United States. Remarks/Examples (i.e., Northeast, Southeast, Midwest, Southwest, West)
SS.3.G.2.3 :	Label the states in each of the five regions of the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.3.G.2.In.c : Recognize selected states in each of the five regions of the United States. • SS.3.G.2.Su.c : Recognize selected states in the United States. • SS.3.G.2.Pa.c : Recognize Florida as the student's state.
SS.3.G.2.4 :	Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.3.G.2.In.d : Recognize major physical features—such as lakes, rivers, oceans, mountains, deserts, and plains—of the United States and Canada, and Mexico and the Caribbean. • SS.3.G.2.Su.d : Recognize selected physical features of the United States, such as lakes, rivers, oceans, mountains, deserts, and plains. • SS.3.G.2.Pa.d : Recognize physical differences between two locations. Remarks/Examples Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.
SS.3.G.2.5 :	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:**

	• SS.3.G.2.In.e : Recognize major natural and man-made landmarks of the United States, such as the Grand Canyon, Gateway Arch, Mt. Rushmore, and the Everglades. • SS.3.G.2.Su.e : Recognize a major natural landmark of the United States, such as the Grand Canyon or the Everglades. • SS.3.G.2.Pa.e : Recognize physical differences between two locations. Remarks/Examples (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)
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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.3.G.2.In.f : 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. • SS.3.G.2.Su.f : Recognize how people view places differently by asking questions; using graphic organizers; and studying news, poems, legends, or songs about a region or area. • SS.3.G.2.Pa.f : Recognize physical differences between two locations.

SS.3.G.3 Physical Systems

SS.3.G.3.1 :	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Physical Systems **Access Points:** • SS.3.G.3.In.a : Recognize differences in the climates and vegetation of the United States, Canada, Mexico, and the Caribbean, such as temperature, humidity, tundra, and soil.

	• SS.3.G.3.Su.a : Recognize selected differences in the climates and vegetation of the United States, such as temperature, humidity, tundra, and soil. • SS.3.G.3.Pa.a : Recognize differences in climates or vegetation. Remarks/Examples (e.g., tundra, sandy soil, humidity, maritime climate)
SS.3.G.3.2 :	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Physical Systems **Access Points:** • SS.3.G.3.In.b : Recognize major natural resources—such as water, arable land, oil, phosphate, and fish—in the United States and Canada, and Mexico and the Caribbean. • SS.3.G.3.Su.b : Recognize selected natural resources—such as water, arable land, oil, phosphate, or fish—in the United States and Canada, and Mexico and the Caribbean. • SS.3.G.3.Pa.b : Recognize an example of a natural resource. Remarks/Examples (e.g., water, arable land, oil, phosphate, fish)

SS.3.G.4 Human Systems

SS.3.G.4.1 :	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Human Systems **Access Points:** • SS.3.G.4.In.a : Identify major ways environmental influences contribute to settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking; and settlement near land for farming. • SS.3.G.4.Su.a : Recognize a major way the environment influences settlement patterns in the United States, such as settlement near water for drinking, bathing, and cooking, or

	settlement near land for farming. • SS.3.G.4.Pa.a : Recognize an environmental influence that affects where people live. Remarks/Examples Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.
SS.3.G.4.2 :	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Human Systems **Access Points:** • SS.3.G.4.In.b : Recognize different cultures that have settled in the United States and Canada, and Mexico and the Caribbean. • SS.3.G.4.Su.b : Recognize that different cultures have settled in the United States and Canada, and Mexico and the Caribbean. • SS.3.G.4.Pa.b : Recognize a difference between cultures.
SS.3.G.4.3 :	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Human Systems **Access Points:** • SS.3.G.4.In.c : Identify a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. • SS.3.G.4.Su.c : Recognize a cultural characteristic of a population in the United States and a population in Mexico, Canada, or the Caribbean. • SS.3.G.4.Pa.c : Recognize a cultural characteristic of a population. Remarks/Examples Examples are housing, music, transportation, food, recreation,

	language, holidays, beliefs and customs.
SS.3.G.4.4 :	Identify contributions from various ethnic groups to the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Human Systems **Access Points:** • SS.3.G.4.In.d : Recognize contributions of an ethnic group to the United States, such as Native Americans or Africans. • SS.3.G.4.Su.d : Recognize a contribution of an ethnic group to the United States, such as Native Americans or Africans. • SS.3.G.4.Pa.d : Recognize a cultural characteristic of a population. Remarks/Examples
	Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.

Course: 7721013 Access Social Studies - Grade 2-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5024.aspx

BASIC INFORMATION

Course Title:	Access Social Studies - Grade 2
Course Number:	7721013
Course Abbreviated Title:	ACCESS SOC ST - 2
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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 a significant cognitive disability. **Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or

	global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world. Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them. Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities. **Access Social Studies - Grade Two** **Major Concepts/Content**: Who We Are As Americans - The second grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

RELATED ACCESS POINTS: Independent(28) Supported(28) Participatory(28) Core Content Connector(0)

SS.2.A.1 Historical Inquiry and Analysis

SS.2.A.1.1 :	Examine primary and secondary sources. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:**

	• SS.2.A.1.In.a : Use primary and secondary sources, such as artifacts, photographs, and videos, to obtain information. • SS.2.A.1.Su.a : Use a primary or secondary source, such as an artifact, photograph, or video, to obtain information. • SS.2.A.1.Pa.a : Recognize pictures or artifacts that relate to important people or events. Remarks/Examples Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2 :	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.2.A.1.In.b : Use technology and other informational sources to find answers to questions about a historical topic. • SS.2.A.1.Su.b : Use technology and other sources to obtain information about a historical topic. • SS.2.A.1.Pa.b : Recognize a book or picture as a source of information.

SS.2.A.2 Historical Knowledge

SS.2.A.2.1 :	Recognize that Native Americans were the first inhabitants in North America. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.a : Identify early Native Americans. • SS.2.A.2.Su.a : Recognize early Native Americans. • SS.2.A.2.Pa.a : Recognize a characteristic of early Native Americans.
SS.2.A.2.2 :	Compare the cultures of Native American tribes from various

	geographic regions of the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.b : Identify practices of Native American tribes, such as clothing, housing, and food. • SS.2.A.2.Su.b : Recognize a practice associated with Native American tribes, such as clothing or housing. • SS.2.A.2.Pa.b : Recognize a characteristic of early Native Americans. Remarks/Examples Examples may include, but are not limited to, location, clothing, housing, food, major beliefs and practices, language, art, and music.
SS.2.A.2.3 :	Describe the impact of immigrants on the Native Americans. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.c : Recognize the impact of immigrants on the Native Americans, such loss of land and new diseases. • SS.2.A.2.Su.c : Recognize that some Native Americans lost their homes to immigrants. • SS.2.A.2.Pa.c : Recognize that people move to live in a new place. Remarks/Examples Examples are location, clothing, housing, food, major beliefs and practices, art, and music.
SS.2.A.2.4 :	Explore ways the daily life of people living in Colonial America changed over time. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.d : Identify ways people living in colonial America changed their daily lives, such as food, clothing,

	and housing. • SS.2.A.2.Su.d : Recognize that people living in colonial America built homes. • SS.2.A.2.Pa.d : Recognize that people move to live in a new place. Remarks/Examples Examples may include, but are not limited to, food, shelter, clothing, education, and settlements.
SS.2.A.2.5 :	Identify reasons people came to the United States throughout history. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.e : Recognize reasons why people came to the United States, such as jobs or freedom. • SS.2.A.2.Su.e : Recognize a reason for moving to a different home, such as jobs. • SS.2.A.2.Pa.e : Recognize that people move to live in a new place. Remarks/Examples Examples may include, but are not limited to, war, hunger, natural disasters, volutary and involutary servitude, political or religious freedom, land, and jobs.
SS.2.A.2.6 :	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.f : Identify that many immigrants saw the Statue of Liberty as they entered America. • SS.2.A.2.Su.f : Recognize that the Statue of Liberty is in America. • SS.2.A.2.Pa.f : Recognize the Statue of Liberty.
SS.2.A.2.7 :	Discuss why immigration continues today.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.g : Recognize reasons why people move to the United States, such as jobs or freedom. • SS.2.A.2.Su.g : Recognize a reason for moving to a different home, such as jobs. • SS.2.A.2.Pa.g : Recognize that people move to live in a new place. Remarks/Examples Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.
SS.2.A.2.8 :	Explain the cultural influences and contributions of immigrants today. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.2.A.2.In.h : Identify the influences of immigrants today, such as music, art, and foods from various cultures. • SS.2.A.2.Su.h : Recognize food, clothing, and music from another culture. • SS.2.A.2.Pa.h : Recognize differences in food or clothing from other cultures. Remarks/Examples Examples may include, but are not limited to, food, language, music, art, beliefs and practices, literature, education, and clothing.

SS.2.A.3 Chronological Thinking

SS.2.A.3.1 :	Identify terms and designations of time sequence. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking **Access Points:** • SS.2.A.3.In.a : Identify concepts of time, including days and

	weeks. • SS.2.A.3.Su.a : Recognize concepts of time, including yesterday, today, and tomorrow. • SS.2.A.3.Pa.a : Recognize concepts of time, such as now or later. Remarks/Examples Examples may include, but are not limited to, years, decades, centuries.

SS.2.C.1 Foundations of Government, Law, and the American Political System

SS.2.C.1.1 :	Explain why people form governments. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.2.C.1.In.a : Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship. • SS.2.C.1.Su.a : Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship. • SS.2.C.1.Pa.a : Recognize rules in the classroom, such as cooperating and respecting personal space. Remarks/Examples Examples are create laws, provide services and structure, safety.
SS.2.C.1.2 :	Explain the consequences of an absence of rules and laws. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.2.C.1.In.b : Identify a consequence of not having rules and laws in the school and community, such as lack of order and people getting hurt. • SS.2.C.1.Su.b : Recognize a consequence of not having classroom and school rules, such as people getting hurt. • SS.2.C.1.Pa.b : Associate an action with a consequence, such

	as a push causing an object to break. Remarks/Examples Examples are lack of order and people get hurt.

SS.2.C.2 Civic and Political Participation

SS.2.C.2.1 :	Identify what it means to be a United States citizen either by birth or by naturalization. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.2.C.2.In.a : Recognize that Americans become citizens by birth or by choice. • SS.2.C.2.Su.a : Recognize an American as a citizen of the United States. • SS.2.C.2.Pa.a : Recognize membership in a group, such as the classroom, family, or community.
SS.2.C.2.2 :	Define and apply the characteristics of responsible citizenship. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.2.C.2.In.b : Identify characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. • SS.2.C.2.Su.b : Recognize characteristics of responsible citizenship in the community, such as respecting property, helping neighbors, and participating in community activities. • SS.2.C.2.Pa.b : Recognize a characteristic of responsible citizenship in the school, such as respecting property, helping others, or participating in school activities. Remarks/Examples Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
SS.2.C.2.3 :	Explain why United States citizens have guaranteed rights and identify rights.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.2.C.2.In.c : Identify a right of United States citizens, such as a right to vote or freedom of speech. • SS.2.C.2.Su.c : Recognize a right of United States citizens, such as a right to vote or freedom of speech. • SS.2.C.2.Pa.c : Recognize the right of students to make choices, such as selecting activities or materials. Remarks/Examples Examples are right to vote, freedom of speech, and freedom of religion.
SS.2.C.2.4 :	Identify ways citizens can make a positive contribution in their community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.2.C.2.In.d : Recognize ways citizens can contribute to the community, such as volunteering and recycling. • SS.2.C.2.Su.d : Recognize a way citizens can contribute to the community, such as volunteering or recycling. • SS.2.C.2.Pa.d : Recognize a contribution to the school, such as volunteering. Remarks/Examples Examples are volunteering and recycling.
SS.2.C.2.5 :	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.2.C.2.In.e : Identify a contribution of African Americans, Hispanics, Native Americans, veterans, or women. • SS.2.C.2.Su.e : Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.

	• SS.2.C.2.Pa.e : Recognize that people from diverse backgrounds make contributions.

SS.2.C.3 Structure and Functions of Government

SS.2.C.3.1 :	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.2.C.3.In.a : Recognize that the American government has a set of written laws that all people must follow. • SS.2.C.3.Su.a : Recognize a law that all Americans must follow. • SS.2.C.3.Pa.a : Recognize a rule in the school.
SS.2.C.3.2 :	Recognize symbols, individuals, events, and documents that represent the United States. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.2.C.3.In.b : Recognize symbols, individuals, and events that represent America, such as the White House, the Statue of Liberty, George Washington, and the Fourth of July. • SS.2.C.3.Su.b : Recognize symbols and individuals that represent America, such as the White House, the Statue of Liberty, and George Washington. • SS.2.C.3.Pa.b : Recognize a symbol and event that represent America, such as the Statue of Liberty and the Fourth of July. Remarks/Examples Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

SS.2.E.1 Beginning Economics

SS.2.E.1.1 :	Recognize that people make choices because of limited resources.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.2.E.1.In.a : Recognize that people make choices when there is little or none left of a resource. • SS.2.E.1.Su.a : Recognize when there is little or none left of a resource. • SS.2.E.1.Pa.a : Recognize when there is none left of a resource.
SS.2.E.1.2 :	Recognize that people supply goods and services based on consumer demands. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.2.E.1.In.b : Recognize that goods and services fill a need (demand), such as food with a grocery store and health care with a doctor. • SS.2.E.1.Su.b : Recognize that goods fill a need, such as food from a grocery store or clothing from a department store. • SS.2.E.1.Pa.b : Associate a desired item (goods) with a need. Remarks/Examples Examples are housing and jobs.
SS.2.E.1.3 :	Recognize that the United States trades with other nations to exchange goods and services. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.2.E.1.In.c : Recognize that some goods come from other countries. • SS.2.E.1.Su.c : Recognize that some goods come from far away. • SS.2.E.1.Pa.c : Associate a desired item (goods) with its source.

	Remarks/Examples Examples are clothing, food, toys, cars.
SS.2.E.1.4 :	Explain the personal benefits and costs involved in saving and spending. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.2.E.1.In.d : Identify a benefit of saving, such as having more money for later; and a benefit of spending, such as getting what you want now. • SS.2.E.1.Su.d : Recognize a benefit of saving, such as having more money for later. • SS.2.E.1.Pa.d : Recognize that a saved item can be used later.

SS.2.G.1 The World in Spatial Terms

SS.2.G.1.1 :	Use different types of maps (political, physical, and thematic) to identify map elements. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.2.G.1.In.a : Identify map elements, such as the title, cardinal directions, and key/legend. • SS.2.G.1.Su.a : Recognize map elements on a pictorial map, such as pictures and title. • SS.2.G.1.Pa.a : Recognize a picture or symbol on a drawing of a location. Remarks/Examples Examples are coordinate grids, title, compass rose, cardinal and intermediate directions, key/legend with symbols and scale.
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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:**

	• SS.2.G.1.In.b : Identify the student's city and state. • SS.2.G.1.Su.b : Recognize the student's city and state. • SS.2.G.1.Pa.b : Associate the name of the student's city with home.
SS.2.G.1.3 :	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.2.G.1.In.c : Recognize continents and oceans on a map or globe. • SS.2.G.1.Su.c : Recognize land and water on a map or globe. • SS.2.G.1.Pa.c : Recognize land and water in a picture.
SS.2.G.1.4 :	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.2.G.1.In.d : Recognize the United States on a map of North America. • SS.2.G.1.Su.d : Recognize a map of the United States. • SS.2.G.1.Pa.d : Recognize land and water in a picture.

Course: 7721012 Access Social Studies - Grade 1-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5009.aspx

BASIC INFORMATION

Course Title:	Access Social Studies - Grade 1
Course Number:	7721012
Course Abbreviated Title:	ACCESS SOC ST - 1
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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 a significant cognitive disability. **Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or

	global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world. Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them. Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities. **Access Social Studies - Grade One** **Major Concepts/Content:** Our Community and Beyond – The first grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

RELATED ACCESS POINTS: Independent(29) Supported(29) Participatory(29) Core Content Connector(0)

SS.1.A.1 Historical Inquiry and Analysis

SS.1.A.1.1 :	Develop an understanding of a primary source. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:**

	• SS.1.A.1.In.a : Identify a primary source, such as pictures or artifacts. • SS.1.A.1.Su.a : Recognize a primary source, such as pictures or artifacts. • SS.1.A.1.Pa.a : Recognize an object or photograph related to a person or event. Remarks/Examples Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.
SS.1.A.1.2 :	Understand how to use the media center/other sources to find answers to questions about a historical topic. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.1.A.1.In.b : Locate information in pictures or print about a historical topic. • SS.1.A.1.Su.b : Use pictures to answer a question about a historical topic. • SS.1.A.1.Pa.b : Recognize a person as a source of information. Remarks/Examples Examples may include, but are not limited to, databases, audio or video recordings, and books.

SS.1.A.2 Historical Knowledge

SS.1.A.2.1 :	Understand history tells the story of people and events of other times and places. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.1.A.2.In.a : Recognize examples of people and events from other times in stories. • SS.1.A.2.Su.a : Recognize a story about someone living in a different time.

	• SS.1.A.2.Pa.a : Recognize a past event.
SS.1.A.2.2 :	Compare life now with life in the past. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.1.A.2.In.b : Recognize examples of daily life that are different from long ago. • SS.1.A.2.Su.b : Recognize items that did not exist long ago. • SS.1.A.2.Pa.b : Recognize family members of older generations. Remarks/Examples Examples may include, but are not limited to, comparing school, families, work, and community life.
SS.1.A.2.3 :	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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.1.A.2.In.c : Identify national holidays as a way of remembering and honoring people and events, such as Thanksgiving, Independence Day, and Memorial Day. • SS.1.A.2.Su.c : Recognize a national holiday as a way of remembering and honoring people and events, such as Thanksgiving or Independence Day. • SS.1.A.2.Pa.c : Recognize an activity associated with a national celebration, such as a family dinner on Thanksgiving. Remarks/Examples Examples may include, but are not limited to, federal holidays and ethnic celebrations.
SS.1.A.2.4 :	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08

	Belongs to: Historical Knowledge **Access Points:** • SS.1.A.2.In.d : Identify a person from the past who showed bravery, honesty, or responsibility. • SS.1.A.2.Su.d : Recognize a person who showed honesty, bravery, or responsibility. • SS.1.A.2.Pa.d : Recognize a school leader, such as the principal. Remarks/Examples Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.1.A.2.5 :	Distinguish between historical fact and fiction using various materials. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.1.A.2.In.e : Identify events or characters in a story that are not real (fiction), such as Pecos Bill riding a tornado. • SS.1.A.2.Su.e : Recognize a character in a story that is not real (fiction), such as Babe the Blue Ox. • SS.1.A.2.Pa.e : Recognize a character in a story that is not real. Remarks/Examples Examples may include, but are not limited to, tall tales, fables and non-fiction (expository) text.

SS.1.A.3 Chronological Thinking

SS.1.A.3.1 :	Use terms related to time to sequentially order events that have occurred in school, home, or community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking **Access Points:** • SS.1.A.3.In.a : Identify concepts of time, including

	yesterday, today, and tomorrow. • SS.1.A.3.Su.a : Recognize concepts of time, including morning and afternoon, related to school activities. • SS.1.A.3.Pa.a : Associate morning with a common school activity, such as circle time. Remarks/Examples Examples may include, but are not limited to, days, weeks, months, and years.
SS.1.A.3.2 :	Create a timeline based on the student's life or school events, using primary sources. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking **Access Points:** • SS.1.A.3.In.b : Sequence three events in a student's life using photographs or pictures on a timeline. • SS.1.A.3.Su.b : Sequence two events in a student's life using photographs or pictures. • SS.1.A.3.Pa.b : Recognize one activity that comes next on a classroom daily schedule. Remarks/Examples Examples of sources may include, but are not limited to, photographs, birth certificates, report cards, and diaries.

SS.1.C.1 Foundations of Government, Law, and the American Political System

SS.1.C.1.1 :	Explain the purpose of rules and laws in the school and community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.1.C.1.In.a : Identify reasons for rules that keep students safe in the classroom and school, such as keeping order. • SS.1.C.1.Su.a : Recognize reasons for rules that keep students safe in the classroom and school, such as keeping order. • SS.1.C.1.Pa.a : Associate a classroom rule with a

	consequence. Remarks/Examples Examples are keeping order and ensuring safety.
SS.1.C.1.2 :	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.1.C.1.In.b : Identify authority figures in the school, such as the teacher, principal, and cafeteria manager. • SS.1.C.1.Su.b : Recognize an authority figure in the school, such as the teacher or principal. • SS.1.C.1.Pa.b : Recognize the teacher as the classroom leader. Remarks/Examples Examples are principals, teachers, parents, government leaders, and police.
SS.1.C.1.3 :	Give examples of the use of power without authority in the school and community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.1.C.1.In.c : Identify an example of the use of power without authority in the classroom or school, such as bullying and stealing. • SS.1.C.1.Su.c : Recognize an example of the use of power without authority in the classroom or school, such as bullying or stealing. • SS.1.C.1.Pa.c : Recognize ownership of personal belongings. Remarks/Examples Examples are bullying, stealing, and peer pressure.

SS.1.C.2 Civic and Political Participation

SS.1.C.2.1 :	Explain the rights and responsibilities students have in the school community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.1.C.2.In.a : Identify student responsibilities in the classroom and school, such as completing tasks and following rules. • SS.1.C.2.Su.a : Recognize ways to be responsible in the classroom, such as completing tasks. • SS.1.C.2.Pa.a : Associate completing a task with a classroom responsibility. Remarks/Examples Examples are not littering, coming to school on time, and having a safe learning environment.
SS.1.C.2.2 :	Describe the characteristics of responsible citizenship in the school community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.1.C.2.In.b : Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. • SS.1.C.2.Su.b : Recognize a way to be a good citizen in the school, such as by taking care of school property. • SS.1.C.2.Pa.b : Associate completing a task with responsible citizenship in the classroom. Remarks/Examples Examples are follow rules, care about the environment, and respect others.
SS.1.C.2.3 :	Identify ways students can participate in the betterment of their school and community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:**

	• SS.1.C.2.In.c : Identify ways to be good citizens in the school, such as by taking care of school property and following school rules. • SS.1.C.2.Su.c : Recognize a way to be a good citizen in the school, such as by taking care of school property. • SS.1.C.2.Pa.c : Associate completing a task with responsible citizenship in the classroom. Remarks/Examples Examples are responsible decision making, classroom jobs, and school service projects.

SS.1.C.3 Structure and Functions of Government

SS.1.C.3.1 :	Explain how decisions can be made or how conflicts might be resolved in fair and just ways. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.1.C.3.In.a : Identify ways to make a decision or resolve a conflict, such as talking about problems or listening to each other. • SS.1.C.3.Su.a : Recognize ways to make a decision or resolve a conflict, such as talking about problems or listening to each other. • SS.1.C.3.Pa.a : Recognize a way to make a decision or resolve a conflict, such as making a choice or taking turns. Remarks/Examples Examples are talking about problems, role playing, listening, and sharing.
SS.1.C.3.2 :	Recognize symbols and individuals that represent American constitutional democracy. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Structure and Functions of Government **Access Points:** • SS.1.C.3.In.b : Recognize symbols and individuals that

	represent America, such as the American flag, Pledge of Allegiance, bald eagle, and current president. • SS.1.C.3.Su.b : Recognize symbols that represent America, such as the American flag or Pledge of Allegiance. • SS.1.C.3.Pa.b : Recognize the American flag. 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.

SS.1.E.1 Beginning Economics

SS.1.E.1.1 :	Recognize that money is a method of exchanging goods and services. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.1.E.1.In.a : Identify coins and bills as forms of money that can be used to buy things. • SS.1.E.1.Su.a : Identify coins as money that can be used to buy things. • SS.1.E.1.Pa.a : Recognize an item that can be traded for something else in the classroom. Remarks/Examples An example is coins/bills versus bartering or trading.
SS.1.E.1.2 :	Define opportunity costs as giving up one thing for another. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.1.E.1.In.b : Recognize an example of opportunity costs, such as giving up watching television to play with a friend. • SS.1.E.1.Su.b : Recognize a situation that involves making a choice, such as watching a video or playing a game. • SS.1.E.1.Pa.b : Recognize an item that can be traded for something else in the classroom.

	Remarks/Examples Examples are giving up television to do homework and buying candy versus saving for later purchase.
SS.1.E.1.3 :	Distinguish between examples of goods and services. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.1.E.1.In.c : Recognize examples of goods and services. • SS.1.E.1.Su.c : Recognize examples of goods. • SS.1.E.1.Pa.c : Recognize an example of goods. Remarks/Examples Examples are goods: hamburger; services: sweeping the floor.
SS.1.E.1.4 :	Distinguish people as buyers, sellers, and producers of goods and services. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.1.E.1.In.d : Identify the difference between a buyer and seller. • SS.1.E.1.Su.d : Recognize that people buy goods in a store. • SS.1.E.1.Pa.d : Recognize an item that can be traded for something else in the classroom.
SS.1.E.1.5 :	Recognize the importance of saving money for future purchases. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.1.E.1.In.e : Recognize ways that people save money, such as in a bank or other safe place. • SS.1.E.1.Su.e : Recognize a way to save money, such as putting it in a bank. • SS.1.E.1.Pa.e : Recognize that an item can be saved for later.
SS.1.E.1.6 :	Identify that people need to make choices because of scarce

	resources. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.1.E.1.In.f : Recognize that when there is not enough of something (scarce resource), people need to make choices, such as sharing, saving, or doing without. • SS.1.E.1.Su.f : Recognize when there is not enough of something (scarce resource). • SS.1.E.1.Pa.f : Associate not enough with no more. Remarks/Examples Examples are not enough time to do all activities or not enough red crayons.

SS.1.G.1 The World in Spatial Terms

SS.1.G.1.1 :	Use physical and political/cultural maps to locate places in Florida. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.1.G.1.In.a : Identify a map of the local community or Florida. • SS.1.G.1.Su.a : Recognize a pictorial map of the local community or Florida. • SS.1.G.1.Pa.a : Recognize a drawing of home or school. Remarks/Examples Examples are Tallahassee, student's hometown, Lake Okeechobee, Florida Keys, and the Everglades.
SS.1.G.1.2 :	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes . Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.1.G.1.In.b : Recognize elements in a key/legend on a

	simple map or drawing of a location, such as pictures and symbols. • SS.1.G.1.Su.b : Recognize an element in a key/legend on a pictorial map or drawing of a location, such as pictures or symbols. • SS.1.G.1.Pa.b : Associate an object, picture, or symbol with a location.
SS.1.G.1.3 :	Construct a basic map using key elements including cardinal directions and map symbols. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.1.G.1.In.c : Construct a simple map using map symbols. • SS.1.G.1.Su.c : Complete a pictorial map using pictures or symbols for designated areas. • SS.1.G.1.Pa.c : Associate an object, picture, or symbol with a location. Remarks/Examples Examples are map of bedroom, classroom, or route to school
SS.1.G.1.4 :	Identify a variety of physical features using a map and globe. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.1.G.1.In.d : Identify land and water on a map and globe, such as by using the color key—blue is water, and green/brown is land. • SS.1.G.1.Su.d : Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. • SS.1.G.1.Pa.d : Recognize a picture of land or water. Remarks/Examples Examples are oceans, peninsulas, lakes, rivers, swamps, and gulfs.
SS.1.G.1.5 :	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.

	Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.1.G.1.In.e : Locate Florida and a major body of water on maps or globes, such as the Atlantic Ocean or the Gulf of Mexico. • SS.1.G.1.Su.e : Recognize land and water on a map and globe, such as by using the color key—blue is water and green/brown is land. • SS.1.G.1.Pa.e : Recognize a picture of land or water.
SS.1.G.1.6 :	Describe how location, weather, and physical environment affect the way people live in our community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.1.G.1.In.f : Recognize selected ways location, weather, and physical environment affect people in the student's community, such as their food, clothing, shelter, transportation, and recreation. • SS.1.G.1.Su.f : Recognize a way location, weather, or physical environment affects people in the student's community, such as their food, clothing, shelter, transportation, or recreation. • SS.1.G.1.Pa.f : Associate a selected characteristic of the student's environment, such as food, clothing, or shelter, with its personal effect on the student. Remarks/Examples Examples are effects on their food, clothing, shelter, transportation, and recreation

Course: 7721011 Access Social Studies - Kindergarten-

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5006.aspx

BASIC INFORMATION

Course Title:	Access Social Studies - Kindergarten
Course Number:	7721011
Course Abbreviated Title:	ACCESS SOC ST - K
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Elementary **Subject:** Academics - Subject Areas
Status:	Draft - Board Approval Pending
General Notes:	**Access Courses:** Access courses are intended only for students with a significant cognitive disability. 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 a significant cognitive disability. **Subject Relevance:** Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in

	which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world. Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them. Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities. **Access Social Studies - Grade Kindergarten** **Major Concepts/Content:** Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

RELATED ACCESS POINTS: Independent(27) Supported(27) Participatory(27) Core Content Connector(0)

SS.K.A.1 Historical Inquiry and Analysis

SS.K.A.1.1 :	Develop an understanding of how to use and create a timeline. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.K.A.1.In.a : Sequence three events using a simple timeline, such as events in the school day and at home. • SS.K.A.1.Su.a : Sequence two events in the school day to

	show which comes first. • SS.K.A.1.Pa.a : Recognize the next step in a sequenced activity. Remarks/Examples May include, but are not limited to: Put in order three things that happened during the school day.
SS.K.A.1.2 :	Develop an awareness of a primary source. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Inquiry and Analysis **Access Points:** • SS.K.A.1.In.b : Examine primary sources, such as photographs or paintings of a famous person. • SS.K.A.1.Su.b : Examine a primary source, such as a photograph. • SS.K.A.1.Pa.b : Associate a photograph or object with a person or event. Remarks/Examples Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.

SS.K.A.2 Historical Knowledge

SS.K.A.2.1 :	Compare children and families of today with those in the past. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.K.A.2.In.a : Recognize items from the present and the past, such as clothing and transportation. • SS.K.A.2.Su.a : Recognize clothing from the present and the past. • SS.K.A.2.Pa.a : Recognize a family member. Remarks/Examples Examples may include, but are not limited to, family life now versus family life when grandparents were young.
SS.K.A.2.2 :	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.K.A.2.In.b : Recognize that national holidays and celebrations honor people or events, such as Thanksgiving, Memorial Day, or birthdays. • SS.K.A.2.Su.b : Recognize a national holiday or celebration, such as Thanksgiving or birthdays. • SS.K.A.2.Pa.b : Associate a celebration with an event, such as a birthday or holiday. Remarks/Examples Examples may include, but are not limited to, federal holidays and ethnic celebrations..
SS.K.A.2.3 :	Compare our nation's holidays with holidays of other cultures. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.K.A.2.In.c : Recognize that national holidays and celebrations honor people or events, such as Thanksgiving,

	Memorial Day, or birthdays. • SS.K.A.2.Su.c : Recognize a national holiday or celebration, such as Thanksgiving or birthdays. • SS.K.A.2.Pa.c : Associate a celebration with an event, such as a birthday or holiday. Remarks/Examples Examples may include, but are not limited to, National holidays are different in other countries.
SS.K.A.2.4 :	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.K.A.2.In.d : Identify an act of bravery or honesty in stories about someone from the past, such as George Washington. • SS.K.A.2.Su.d : Recognize a person who showed bravery in stories about the past. • SS.K.A.2.Pa.d : Recognize a person in a story. Remarks/Examples Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.K.A.2.5 :	Recognize the importance of U.S. symbols. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Historical Knowledge **Access Points:** • SS.K.A.2.In.e : Recognize United States symbols, such as the American flag and bald eagle. • SS.K.A.2.Su.e : Recognize a United States symbol, such as the American flag or bald eagle. • SS.K.A.2.Pa.e : Recognize a patriotic song. 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.

SS.K.A.3 Chronological Thinking

SS.K.A.3.1 :	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking **Access Points:** • SS.K.A.3.In.a : Identify concepts of time using words, such as before, after, morning, afternoon, day, and night. • SS.K.A.3.Su.a : Recognize events that occur in the day and the night, such as going to school in the day or sleeping at night. • SS.K.A.3.Pa.a : Associate daytime with a common activity, such as getting dressed. 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.
SS.K.A.3.2 :	Explain that calendars represent days of the week and months of the year. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking **Access Points:** • SS.K.A.3.In.b : Identify that the numbers on a calendar represent the date of the month. • SS.K.A.3.Su.b : Recognize a calendar. • SS.K.A.3.Pa.b : Associate an object or picture with a daily event, such as story time.

SS.K.C.1 Foundations of Government, Law, and the American Political System

SS.K.C.1.1 :	Define and give examples of rules and laws, and why they are important. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.K.C.1.In.a : Identify a classroom rule. • SS.K.C.1.Su.a : Recognize a classroom rule. • SS.K.C.1.Pa.a : Associate a simple rule with a behavior in the classroom. Remarks/Examples Examples are standing in line at school and wearing a bike helmet.
SS.K.C.1.2 :	Explain the purpose and necessity of rules and laws at home, school, and community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Foundations of Government, Law, and the American Political System **Access Points:** • SS.K.C.1.In.b : Identify reasons for having rules at home and in the classroom. • SS.K.C.1.Su.b : Recognize reasons for having rules at home and in the classroom. • SS.K.C.1.Pa.b : Associate a simple rule with a behavior in the classroom. Remarks/Examples Examples are attending school and wearing a seat belt.

SS.K.C.2 Civic and Political Participation

SS.K.C.2.1 :	Demonstrate the characteristics of being a good citizen. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.K.C.2.In.a : Demonstrate characteristics of being a good citizen in the classroom, such as taking turns, sharing, and following rules.

	• SS.K.C.2.Su.a : Demonstrate selected characteristics of being a good citizen in the classroom, such as taking turns and sharing. • SS.K.C.2.Pa.a : Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom. 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.
SS.K.C.2.2 :	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.K.C.2.In.b : Identify ways that friends avoid conflicts by being good citizens, such as by sharing and taking turns. • SS.K.C.2.Su.b : Recognize a way to avoid conflicts with friends, such as by sharing. • SS.K.C.2.Pa.b : Demonstrate a characteristic of being a good citizen, such as cooperating in the classroom.
SS.K.C.2.3 :	Describe fair ways for groups to make decisions. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Civic and Political Participation **Access Points:** • SS.K.C.2.In.c : Identify fair ways to make a decision, such as listening to other opinions or voting. • SS.K.C.2.Su.c : Recognize a fair way to make a decision, such as raising hands or taking turns. • SS.K.C.2.Pa.c : Associate making decisions with choices. Remarks/Examples Examples are voting, taking turns, and coming to an agreement.

SS.K.E.1 Beginning Economics

SS.K.E.1.1 :	Describe different kinds of jobs that people do and the tools or equipment used. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.K.E.1.In.a : Identify school and community workers, such as teachers, police, and firefighters. • SS.K.E.1.Su.a : Recognize a community worker, such as a police officer or firefighter. • SS.K.E.1.Pa.a : Recognize a school worker, such as a teacher or bus driver. Remarks/Examples Examples are community helpers, firefighter and fire truck).
SS.K.E.1.2 :	Recognize that United States currency comes in different forms. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.K.E.1.In.b : 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. Remarks/Examples Examples are coins and bills.
SS.K.E.1.3 :	Recognize that people work to earn money to buy things they need or want. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.K.E.1.In.c : Recognize that people use money to buy things they need in stores. • SS.K.E.1.Su.c : Recognize an example of a place to buy food, such as a grocery store or restaurant.

	• SS.K.E.1.Pa.c : Recognize a desired item or activity.
SS.K.E.1.4 :	Identify the difference between basic needs and wants. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Beginning Economics **Access Points:** • SS.K.E.1.In.d : Identify basic needs, such as food and clothing. • SS.K.E.1.Su.d : Recognize basic needs, such as food and clothing. • SS.K.E.1.Pa.d : Recognize a basic need, such as food or clothing. Remarks/Examples Examples of needs are clothing and shelter and examples of wants are video games and toys.

SS.K.G.1 The World in Spatial Terms

SS.K.G.1.1 :	Describe the relative location of people, places, and things by using positional words. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.K.G.1.In.a : Identify the relative location of an object by using positional words, such as up/down and top/bottom. • SS.K.G.1.Su.a : Identify the relative location of an object as up or down. • SS.K.G.1.Pa.a : Recognize the location of an object or person. Remarks/Examples Examples are near/far; above/below, left/right and behind/front.
SS.K.G.1.2 :	Explain that maps and globes help to locate different places and that globes are a model of the Earth. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms

	Access Points: • SS.K.G.1.In.b : Recognize a map as a drawing of a place. • SS.K.G.1.Su.b : Recognize a picture of a location. • SS.K.G.1.Pa.b : Associate a picture with a place.
SS.K.G.1.3 :	Identify cardinal directions (north, south, east, west). Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.K.G.1.In.c : Recognize selected cardinal directions on a map. • SS.K.G.1.Su.c : Recognize directions in which objects and people move. • SS.K.G.1.Pa.c : Track movement in different directions.
SS.K.G.1.4 :	Differentiate land and water features on simple maps and globes. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: The World in Spatial Terms **Access Points:** • SS.K.G.1.In.d : Recognize a water feature on a map or globe. • SS.K.G.1.Su.d : Recognize a water feature in a picture of a location. • SS.K.G.1.Pa.d : Associate a picture with a place. Remarks/Examples Examples are blue is water and green/brown is land.

SS.K.G.2 Places and Regions

SS.K.G.2.1 :	Locate and describe places in the school and community. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.K.G.2.In.a : Identify a place in the classroom or school. • SS.K.G.2.Su.a : Recognize a place in the classroom or school. • SS.K.G.2.Pa.a : Associate a place with a person or activity in

	the classroom or school. Remarks/Examples Examples are the cafeteria, library, office, restrooms, and classroom.
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. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Places and Regions **Access Points:** • SS.K.G.2.In.b : Identify features of own home, such as home is where I live and it is on a street. • SS.K.G.2.Su.b : Recognize a feature of own home, such as home is where I live. • SS.K.G.2.Pa.b : Associate own home with a person or object.

SS.K.G.3 Physical System

SS.K.G.3.1 :	Identify basic landforms. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Physical System **Access Points:** • SS.K.G.3.In.a : Recognize basic landforms, such as hills and forests. • SS.K.G.3.Su.a : Recognize a basic landform, such as hills or forests. • SS.K.G.3.Pa.a : Associate land with grass, dirt, or trees. Remarks/Examples Examples are hills, forests, wetlands, and coasts.
SS.K.G.3.2 :	Identify basic bodies of water. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Physical System **Access Points:** • SS.K.G.3.In.b : Recognize basic bodies of water in the local

	environment, such as a river and lake. • SS.K.G.3.Su.b : Recognize a basic body of water in the local environment. • SS.K.G.3.Pa.b : Recognize water in the environment. Remarks/Examples Examples are rivers, lakes, oceans, and gulfs.
SS.K.G.3.3 :	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment. Cognitive Complexity: N/A l Date Adopted or Revised: 12/08 Belongs to: Physical System **Access Points:** • SS.K.G.3.In.c : Recognize types of weather and a way weather affects people. • SS.K.G.3.Su.c : Recognize a type of weather and a way weather affects people. • SS.K.G.3.Pa.c : Associate a type of weather with its effect on people.

PE.5.C.1.1:	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.
PE.5.C.1.2:	Design a new game incorporating skills, rules, and strategies.
PE.5.C.1.3:	Apply feedback gathered from the use of technology to enhance performance. Remarks/Examples Some examples of technology would be pedometers, heart-rate monitors, video, websites, and spreadsheets.
PE.5.C.1.4:	Identify and explain the different types of basic water rescue techniques using various types of items. Remarks/Examples Some examples of items used in a water rescue would be poles, towels, and flotation devices.
PE.5.C.1.5:	Identify basic practice and conditioning principles that enhance performance.
PE.5.C.1.6:	Categorize basic offensive and defensive tactics for modified invasion and net activities.
PE.5.C.1.7:	Detect, analyze, and correct errors in personal movement patterns.
PE.5.C.1.8:	Compare and contrast skills/sports that use similiar patterns/concepts.
PE.5.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.5.L.1.2:	Demonstrate involvement in physical activities both during and after the school day.

PE.5.L.1.3:	Implement lifestyle behaviors to increase physical activity. Remarks/Examples Some examples of lifestyle behaviors would be taking stairs, cycling, rollerblading, and walking.
PE.5.L.1.4:	Use technology and/or information literacy to enhance regular participation in physical activities.
PE.5.L.1.5:	Formulate a plan to increase the amount of time spent in physical activity.
PE.5.L.1.6:	Discuss the importance of being visible, being predictable, and communicating when cycling.
PE.5.L.2.1:	Differentiate between muscular strength and muscular endurance.
PE.5.L.2.10:	Evaluate progress toward short and long-term fitness goals.
PE.5.L.2.11:	Explain the consequences of a low level of physical fitness on the ability to perform various activities.
PE.5.L.2.12:	Plan a menu for a balanced meal.
PE.5.L.2.2:	Participate in selected activities that develop and maintain each component of physical fitness.
PE.5.L.2.3:	Analyze one's own physical fitness assessment results and develop strategies to enhance performance.
PE.5.L.2.4:	Explain how technology can assist in the pursuit of physical fitness.
PE.5.L.2.5:	Apply principles of physical fitness to exercise. Remarks/Examples Some examples of principles of physical fitness would be frequency, intensity, and time.
PE.5.L.2.6:	Identify the heart rate intensity that is necessary to enhance cardiorespiratory endurance.
PE.5.L.2.7:	Regularly participate in physical activity for the purpose of improving physical fitness.
PE.5.L.2.8:	Select proper stretching exercises to increase flexibility and reduce the chance of injury.
PE.5.L.2.9:	Describe the benefits of maintaining a healthy body composition.

PE.5.M.1.1:	Apply locomotor skills in a variety of movement settings while applying the appropriate movement concepts as the situation demands. Remarks/Examples Some examples of movement settings would be sequences, dances, and games. Some examples of movement concepts would be directions, effort, and relationships.
PE.5.M.1.10:	Perform a variety of dances accurately and with good technique. Remarks/Examples Some examples of dances would be line, square, contra, folk, step, and social.
PE.5.M.1.11:	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and four different movement elements with correct technique and smooth transitions. Remarks/Examples Some examples of movement elements would be balances, rolling actions, changes in speed/direction, and skills requiring weight on hands.
PE.5.M.1.2:	Approach and strike a moving object with body parts so that the object travels in the intended direction at the desired height using correct technique. Remarks/Examples Some examples of activities to apply this would be volleying, kicking, and punting.
PE.5.M.1.3:	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.5.M.1.4:	Strike moving and/or stationary objects with long-handled implements so the objects travel in the intended direction at the desired height using correct technique. Remarks/Examples Some examples of long-handled implements would be golf clubs, bats, and hockey sticks.

PE.5.M.1.5:	Apply dribbling skills in modified games focusing on offensive strategies. Remarks/Examples Some examples of offensive strategies would be fakes, stopping and starting, changing directions, and changing speeds.
PE.5.M.1.6:	Demonstrate proficiency in one or more swim strokes. Remarks/Examples Some examples of swim strokes would be front crawl, backstroke, breaststroke, sidestroke, and butterfly.
PE.5.M.1.7:	Catch a variety of objects while traveling and being defended.
PE.5.M.1.8:	Throw a leading pass overhand to a moving partner using a variety of objects.
PE.5.M.1.9:	Perform a self-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions. Remarks/Examples Some examples of sequences would be rhythm, movement, and dance. Some examples of manipulatives would be tinikling poles, lummi sticks, and jump ropes.
PE.5.R.1.1:	Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities.
PE.5.R.1.2:	Arrange equipment safely in a manner appropriate for specific skill practice.
PE.5.R.1.3:	Work productively with a partner to improve performance.
PE.5.R.1.4:	Recognize and appreciate similar and different activity choices of peers.
PE.5.R.2.1:	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.

PE.5.R.2.2:	Defend the benefits of physical activity.
PE.5.R.2.3:	Identify enjoyable physical activities.

RELATED GLOSSARY TERM DEFINITIONS (24)

assessment:	The process of gathering evidence about a student's level of achievement and making inferences based on that evidence for a variety of purposes.
balance:	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.
body composition:	A health-related component of fitness. The ratio of fat mass to lean mass in the body.
cardiorespiratory endurance:	A health-related component of fitness. Of or relating to both the heart and the lungs and their functions as it relates to the delivery of oxygen throughout the body.
coordination:	A skill-related component of fitness. The ability to control body parts while performing movement skills smoothly and accurately.
ectomorph:	Body type characterized by little fat or muscle and a narrow shape.
endomorph:	Body type marked by prominence of a rounder abdomen and other soft body parts.
flexibility:	A health-related component of fitness. The range of motion available at a given joint of the body.
information literacy:	The ability to recognize when information is needed and have the ability to locate, evaluate, and use the information effectively.
locomotor:	Movement in which the body travels across space (e.g., running, skipping, hopping).
manipulative:	A skillful movement done to or with objects (e.g., throwing a bean bag, striking a soccer ball, juggling).
mesomorph:	Body type characterized by a muscular body shape.

motor skill:	Activity that involves motion, representating a movement pattern that has been learned.
muscular endurance:	A health-related component of fitness. The ability of the muscles to perform without fatigue over an extended period of time.
muscular strength:	A health-related component of fitness. The maximum force exerted when contracting muscles a single time.
MVPA :	Moderate to vigorous physical activity. It is sustained, repetitive, large-muscle activities (e.g., speed walking, running, cycling) performed at least at a medium level of intensity.
physical activity:	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.
physical education:	A planned, sequential curriculum by which students learn to develop and maintain a healthy lifestyle. It includes cognitive, affective, and psychomotor aspects of physical activity, goal setting, proper nutrition, and formal assessment.
proficiency:	Performing a skill with correctness, as an expert.
somatotypes:	Body type; The type of physical build that a person has. The three types of somatotypes are ectomorph, mesomorph, and endomorph.
speed:	Amount of distance traveled divided by time taken to travel; the time-rate at which any physical process takes place.
strategies:	Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.
tactics:	Individual movements of players or teams to accomplish an immediate foal or accommodate the specific situation. Tactics take place within the game as an on-going part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.
technology:	Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (e.g., stop watches, pedometers, heart rate monitors, computers, digital cameras).

	Remarks/Examples e.g., media, new technology
VA.2.S.1.3:	Explore art from different time periods and cultures as sources for inspiration.
VA.2.S.1.4:	Use accurate art vocabulary to discuss art.
VA.2.S.2.1:	Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.
VA.2.S.2.2:	Follow sequential procedures focused on art production.
VA.2.S.3.1:	Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works. Remarks/Examples e.g., eye-hand coordination, fine-motor skills
VA.2.S.3.2:	Demonstrate growth in craftsmanship through purposeful practice. Remarks/Examples
VA.2.S.3.3:	Follow directions for safety procedures and explain their importance in the art room.
VA.2.S.3.4:	Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
VA.3.C.1.1:	Use the art-making process to develop ideas for self-expression.
VA.3.C.1.2:	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
VA.3.C.2.1:	Assess personal artworks for completeness and success in meeting intended objectives.
VA.3.C.2.2:	Compare techniques used by peers and established artists as a basis for improving one's own work.
VA.3.C.2.3:	Use constructive criticism to improve artwork.
VA.3.C.3.1:	Critique one's own and others' artworks, and identify the use of

	structural elements of art and organizational principles of design.
VA.3.C.3.2:	Describe the connections between visual art and other contexts through observation and art criticism.
VA.3.C.3.3:	Explain the similarities and differences between artworks and utilitarian objects.
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.
VA.3.F.3.1:	Create artwork that communicates an awareness of events within the community.
VA.3.F.3.2:	Collaborate to complete a task in art. Remarks/Examples e.g., mural, mosaic
VA.3.F.3.3:	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.
VA.3.H.1.1:	Describe cultural similarities and differences in works of art.
VA.3.H.1.2:	Describe the importance of displaying suitable behavior as part of an art audience.
VA.3.H.1.3:	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
VA.3.H.2.1:	Compare differences or similarities in artworks across time and culture.
VA.3.H.2.2:	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.
VA.3.H.2.3:	Describe various venues in which artwork is on display for public viewing. Remarks/Examples e.g., museums, galleries, restaurants, virtual tours

VA.3.H.3.1:	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.
VA.3.O.1.1:	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.3.O.2.1:	Use creative and innovative ideas to complete personal artworks.
VA.3.O.3.1:	Use symbols, visual language, and/or written language to document self or others.
VA.3.S.1.1:	Manipulate tools and media to enhance communication in personal artworks.
VA.3.S.1.2:	Use diverse resources to inspire artistic expression and achieve varied results. Remarks/Examples e.g., media center, technology, print materials
VA.3.S.1.3:	Incorporate ideas from art exemplars for specified time periods and cultures. Remarks/Examples e.g., concepts, technique, media, subject matter
VA.3.S.1.4:	Choose accurate art vocabulary to describe works of art and art processes.
VA.3.S.2.1:	Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
VA.3.S.2.2:	Follow procedures, focusing on the art-making process.
VA.3.S.3.1:	Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.
VA.3.S.3.2:	Develop craftsmanship skills through repeated practice.
VA.3.S.3.3:	Work within safety guidelines while using tools, media, techniques, and processes.
VA.3.S.3.4:	Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources

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

VA.4.H.1.1:	Identify historical and cultural influences that have inspired artists to produce works of art.
VA.4.H.1.2:	Identify suitable behavior for various art venues and events.
VA.4.H.1.3:	Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
VA.4.H.1.4:	Identify and practice ways of showing respect for one's own and others' personal works of art.
VA.4.H.2.1:	Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style.
VA.4.H.2.2:	Identify differences between artworks and utilitarian objects.
VA.4.H.2.3:	Identify reasons to display artwork in public places. Remarks/Examples e.g., reasons: aesthetics, memory, record historical events or accomplishments; public places: museums, galleries, open air
VA.4.H.3.1:	Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas. Remarks/Examples e.g., identify facts, ideas, solutions
VA.4.O.1.1:	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2:	Identify the structural elements of art used to unite an artistic composition.
VA.4.O.2.1:	Use a variety of resources and art skills to overcome visual challenges in personal artworks.
VA.4.O.3.1:	Apply meaning and relevance to document self or others visually in artwork. Remarks/Examples e.g., personal ideas, observations
VA.4.S.1.1:	Manipulate tools and materials to achieve diverse effects in personal works of art. Remarks/Examples

	e.g., charcoal, colored pencil, block printing: reduction, stencil
VA.4.S.1.2:	Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.3:	Create artworks that integrate ideas from culture or history.
VA.4.S.1.4:	Use accurate art vocabulary to discuss works of art and the creative process.
VA.4.S.2.1:	Organize the structural elements of art to achieve an artistic objective.
VA.4.S.2.2:	Demonstrate the ability to recall art procedures and focus on art processes through to the end of production.
VA.4.S.3.1:	Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.
VA.4.S.3.2:	Plan and produce art through ongoing practice of skills and techniques.
VA.4.S.3.3:	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.4:	Discuss the importance of copyright law in regard to the creation and production of art. Remarks/Examples e.g., plagiarism, appropriation from the Internet and other sources
VA.5.C.1.1:	Develop a range of interests in the art-making process to influence personal decision-making.
VA.5.C.1.2:	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
VA.5.C.1.3:	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works.
VA.5.C.2.1:	Revise artwork as a necessary part of the creative process to achieve an artistic goal.
VA.5.C.2.2:	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art.
VA.5.C.2.3:	Apply established criteria to the art-making process to measure

	artistic growth. Remarks/Examples e.g., criteria set by teacher, student, or both
VA.5.C.2.4:	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth.
VA.5.C.3.1:	Use the structural elements of art and organizational principles of design when engaged in art criticism.
VA.5.C.3.2:	Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects. Remarks/Examples e.g., inference from color, line, shape, form
VA.5.C.3.3:	Critique works of art to understand the content and make connections with other content areas. Remarks/Examples e.g., themes: language arts; media: science - color, math - shapes; styles: history - event; techniques: technology
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.
VA.5.F.2.2:	Explore careers in which artworks and utilitarian designs are created.
VA.5.F.2.3:	Discuss contributions that artists make to society.
VA.5.F.3.1:	Create artwork to promote public awareness of community and/or global concerns.
VA.5.F.3.2:	Create artwork that shows procedural and analytical thinking to communicate ideas.
VA.5.F.3.3:	Work collaboratively with others to complete a task in art and show leadership skills.

VA.5.F.3.4:	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills. Remarks/Examples e.g., reasonable timeframe established by teacher, adjusted as needed
VA.5.H.1.1:	Examine historical and cultural influences that inspire artists and their work.
VA.5.H.1.2:	Use suitable behavior as a member of an art audience.
VA.5.H.1.3:	Identify and describe the importance a selected group or culture places on specific works of art.
VA.5.H.1.4:	Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.
VA.5.H.2.1:	Compare works of art on the basis of style, culture, or artist across time to identify visual differences.
VA.5.H.2.2:	Describe the ways in which artworks and utilitarian objects impact everyday life.
VA.5.H.2.3:	Discuss artworks found in public venues to identify the significance of the work within the community.
VA.5.H.3.1:	Discuss how skills learned through the analysis and art-making process are used to solve problems in non-art areas. Remarks/Examples e.g., identify facts, ideas, solutions
VA.5.O.1.1:	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2:	Organize the structural elements of art to achieve visual unity.
VA.5.O.1.3:	Explain how creative and technical ability is used to produce a work of art.
VA.5.O.2.1:	Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. Remarks/Examples e.g., knowledge, empathy, technique, artistic choices, symbolic choices

VA.5.O.2.2:	Use a variety of sources for ideas to resolve challenges in creating original works.
VA.5.O.3.1:	Create meaningful and unique works of art to effectively communicate and document a personal voice.
VA.5.S.1.1:	Use various art tools, media, and techniques to discover how different choices change the effect on the meaning of an artwork. Remarks/Examples e.g., clay: relief, pinch, coil, slab construction; three-color reduction print; silkscreen; basketry; bas relief; soft sculpture
VA.5.S.1.2:	Use media, technology, and other resources to inspire personal art-making decisions. Remarks/Examples e.g., books, magazines, Internet, cameras, art visuals
VA.5.S.1.3:	Create artworks to depict personal, cultural, and/or historical themes. Remarks/Examples e.g., woven mats, clay dolls, quilts
VA.5.S.1.4:	Use accurate art vocabulary to communicate about works of art and artistic and creative processes.
VA.5.S.2.1:	Organize the structural elements of art to support planning, strengthen focus, and implement artistic vision.
VA.5.S.2.2:	Identify sequential procedures to engage in art production. Remarks/Examples e.g., safety procedures, media processes, organizational procedures
VA.5.S.2.3:	Visualize the end product to justify artistic choices of tools, techniques, and processes.
VA.5.S.3.1:	Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.
VA.5.S.3.2:	Use craftsmanship and technical ability in personal works to show refinement of skills over time.
VA.5.S.3.3:	Use tools, media, techniques, and processes in a safe and responsible

	manner.
VA.5.S.3.4:	Use ethical standards, including copyright laws, when producing works of art. Remarks/Examples
	e.g., ethics, plagiarism, appropriation from the Internet and other sources