

2013-2014
Florida Course
Descriptions for Grades
K-12/Adult,
Basic Education

Course: Art – Grade Kindergarten- 5001010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4700.aspx>

BASIC INFORMATION

Course Title:	Art – Grade Kindergarten
Course Number:	5001010
Course Abbreviated Title:	Art – GRADE K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten art includes exploratory experiences that introduce a variety of concepts and ideas, art and digital media and processes, and the safe use of materials. Students learn art vocabulary, terms, and procedures during the creative process that help them describe and talk about their work.
General Notes:	All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This course incorporates hands-on activities and consumption of art materials.

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

[HE.K.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.K.B.5.3 :](#)

Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Injury to self and/or others.

[LACC.K.RL.1 Key Ideas and Details](#)

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

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

[LACC.K.SL.1 Comprehension and Collaboration](#)

[LACC.K.SL.1.2 :](#)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.K.SL.1.3 :

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.K.SL.2 Presentation of Knowledge and Ideas

LACC.K.SL.2.5 :

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

MACC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

MACC.K.G.1.1 :

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Identify and describe shapes \(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres\).](#)

MACC.K.G.1.3 :

Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Identify and describe shapes \(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres\).](#)

MACC.K.G.2 Analyze, compare, create, and compose shapes.

MACC.K.G.2.4 :

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Analyze, compare, create, and compose shapes.](#)

MACC.K.MD.1 Describe and compare measurable attributes.

MACC.K.MD.1.2 :

Directly compare two objects with a measurable attribute in

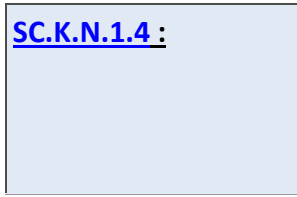


common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Describe and compare measurable attributes.](#)

SC.K.N.1 The Practice of Science



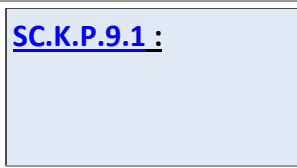
SC.K.N.1.4 :

Observe and create a visual representation of an object which includes its major features.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [The Practice of Science](#)

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 | Date Adopted or Revised: 02/08

Belongs to: [Changes in Matter](#)

VA.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



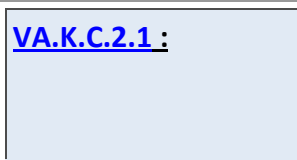
VA.K.C.1.1 :

Create and share personal works of art with others.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.K.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

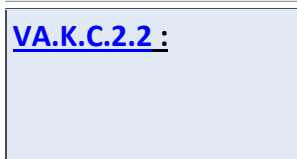


VA.K.C.2.1 :

Describe personal choices made in the creation of artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)



VA.K.C.2.2 :

Identify media used by self or peers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.K.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and

encourage innovation and creative risk-taking.

VA.K.F.1.1 :

Experiment with art media for personal satisfaction and perceptual awareness.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.K.F.1.2 :

Identify real and imaginary subject matter in works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.K.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.K.F.2.1 :

Describe where art ideas or products can be found in stores.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.K.F.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.

VA.K.F.3.1 :

Create artwork that communicates an awareness of self as part of the community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.K.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.K.H.1.1 :

Describe art from selected cultures and places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.K.H.1.2 :

Follow directions for suitable behavior in an art audience.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.K.H.1.3 :

Explain how art-making can help people express ideas and feelings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.K.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.K.H.2.1 :

Compare selected artworks from various cultures to find differences and similarities.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.K.H.2.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., artwork, utilitarian objects

VA.K.H.2.3 :

Describe where artwork is displayed in school or other places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.K.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA.K.H.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

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

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

VA.K.O.1.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

VA.K.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

VA.K.O.2.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.K.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.K.O.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

VA.K.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.K.S.1.1 :

Explore art processes and media to produce artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.K.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.K.S.3.1 :

Develop artistic skills through the repeated use of tools, processes, and media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., media-specific techniques, eye-hand coordination, fine-

Course: Art - Grade 1- 5001020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4715.aspx>

BASIC INFORMATION

Course Title:	Art - Grade 1
Course Number:	5001020
Course Abbreviated Title:	Art - Grade 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade one art includes experimenting with a variety of concepts and ideas in art and digital media and processes while using materials correctly and safely to convey personal interests. Students use accurate art vocabulary, terms, and procedures during the creative process to describe and talk about their work.
General Notes:	All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This course incorporates hands-on activities and consumption of art materials.

STANDARDS (40)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

[HE.1.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.1.C.2.4 :](#)

Recognize health consequences for not following rules.
 Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
 Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)
 Remarks/Examples
 Injuries, arguments, hurt feelings, and pollution.

[LACC.1.RL.1 Key Ideas and Details](#)

[LACC.1.RL.1.2 :](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Key Ideas and Details](#)

[LACC.1.SL.1 Comprehension and Collaboration](#)

[LACC.1.SL.1.2 :](#)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

[LACC.1.SL.1.3 :](#)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.1.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.1.SL.2.5 :](#)

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

[MACC.1.G.1 Reason with shapes and their attributes.](#)

[MACC.1.G.1.2 :](#)

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Reason with shapes and their attributes.](#)

[MACC.1.G.1.3 :](#)

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Reason with shapes and their attributes.](#)

[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 | Date Adopted or Revised: 02/08
Belongs to: [Organization and Development of Living Organisms](#)
Remarks/Examples

Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

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 | Date Adopted or Revised: 12/08

Belongs to: [Historical Knowledge](#)

VA.1.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.1.C.1.1 :

Create and discuss works of art that convey personal interests.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.1.C.1.2 :

Gather clues to help interpret and reflect on works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.1.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.1.C.2.1 :

Describe visual imagery used to complete artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.1.C.2.2 :

Use various media or techniques to learn how changes affect the completed artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.1.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

VA.1.C.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

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

Course: Mathematics - Grade Kindergarten-5012020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3634.aspx>

BASIC INFORMATION

Course Title:	Mathematics - Grade Kindergarten
Course Number:	5012020
Course Abbreviated Title:	MATH GRADE K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

STANDARDS (34)

MACC.K

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students

should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

<p><u>LACC.K.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<p><u>LACC.K.SL.1.2:</u></p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p><u>LACC.K.SL.1.3:</u></p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p><u>LACC.K.W.1.2:</u></p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p><u>MACC.K.CC.1.1:</u></p>	<p>Count to 100 by ones and by tens.</p>
<p><u>MACC.K.CC.1.2:</u></p>	<p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
<p><u>MACC.K.CC.1.3:</u></p>	<p>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
<p><u>MACC.K.CC.2.4:</u></p>	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> a. When counting objects, say the number names in the

	<p>standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>
<u>MACC.K.CC.2.5:</u>	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
<u>MACC.K.CC.3.6:</u>	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<u>MACC.K.CC.3.7:</u>	Compare two numbers between 1 and 10 presented as written numerals.
<u>MACC.K.G.1.1:</u>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
<u>MACC.K.G.1.2:</u>	Correctly name shapes regardless of their orientations or overall size.
<u>MACC.K.G.1.3:</u>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
<u>MACC.K.G.2.4:</u>	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
<u>MACC.K.G.2.5:</u>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
<u>MACC.K.G.2.6:</u>	Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>

<u>MACC.K.MD.1.1:</u>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<u>MACC.K.MD.1.2:</u>	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
<u>MACC.K.MD.2.3:</u>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<u>MACC.K.NBT.1.1:</u>	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
<u>MACC.K.OA.1.1:</u>	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<u>MACC.K.OA.1.2:</u>	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
<u>MACC.K.OA.1.3:</u>	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
<u>MACC.K.OA.1.4:</u>	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
<u>MACC.K.OA.1.5:</u>	Fluently add and subtract within 5.
<u>MACC.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the</p>

	<p>problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MACC.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making</p>

	<p>plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p>MACC.K12.MP.4.1:</p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p>MACC.K12.MP.5.1:</p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or</p>

	<p>dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students</p>

	<p>can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MACC.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>



VA.1.C.3.2 :

Distinguish between artwork, utilitarian objects, and objects from nature.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.1.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.1.F.1.1 :

Use various art media and real or imaginary choices to create artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.1.F.1.2 :

Identify how classmates solve artistic problems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.1.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.1.F.2.1 :

Explain how artists impact the appearance of items for sale in stores.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.1.F.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.

VA.1.F.3.1 :

Describe the use of art to share community information.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.1.F.3.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., set-up, clean-up, use of materials

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

<u>VA.1.H.1.1 :</u>	Discuss how different works of art communicate information about a particular culture. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
<u>VA.1.H.1.2 :</u>	Discuss suitable behavior expected of audience members. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d). Remarks/Examples e.g., museum visits, artist presentations, school programs, assemblies
<u>VA.1.H.1.3 :</u>	Describe ways in which artists use their work to share knowledge and life experiences. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.1.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>VA.1.H.2.1 :</u>	Compare artworks from different cultures, created over time, to identify differences in style and media. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<u>VA.1.H.2.2 :</u>	Identify objects of art that are used every day for utilitarian purposes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged. Remarks/Examples e.g., plates, clothing, teapots
<u>VA.1.H.2.3 :</u>	Identify places in which artworks may be viewed by others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

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

VA.1.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>VA.1.H.3.1 :</u>	Identify connections between visual art and other content areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
	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 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>VA.1.O.1.1 :</u>	Identify and use the structural elements of art and organizational principles of design to support artistic development. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
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VA.1.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>VA.1.O.2.1 :</u>	Create imagery and symbols to express thoughts and feelings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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VA.1.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>VA.1.O.3.1 :</u>	Use personal symbols in artwork to document surroundings and community. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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VA.1.S.1 The arts are inherently experiential and actively engage learners in the processes

of creating, interpreting, and responding to art.

VA.1.S.1.1 :

Experiment with art processes and media to express ideas.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)
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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)
Remarks/Examples
e.g., media-specific techniques

VA.1.S.1.3 :

Create works of art to tell a personal story.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.1.S.1.4 :

Use accurate art vocabulary to communicate ideas about art.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.1.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.1.S.2.1 :

Practice correct use of tools with various art media, techniques, and processes.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.1.S.2.2 :

Describe the steps used in art production.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.1.S.3 Through purposeful practice, artists learn to manage, master, and refine simple,

Course: Health - Grade 1- 5008030

Course Title:	Health - Grade 1
Course Number:	5008030
Course Abbreviated Title:	HEALTH - GRADE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Core Concepts (health behaviors, disease prevention, body parts following rules and safety) • Accessing Information (family rules, friend behavior, reliable resources and following rules) • Internal and External Influences (warning labels and trusted adults/professionals) • Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills) • Decision Making (positive or negative health enhancing choices, healthy options) • Self Management (reducing risks) • Advocacy (positive promotion, school and community rules) <p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any</p>

	<p>reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (26)

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.1.B.3.1:</u>	<p>Determine the meaning of warning labels and signs on hazardous products and places</p> <p>Remarks/Examples</p> <p>Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.</p>
<u>HE.1.B.3.2:</u>	<p>Identify trusted adults and professionals who can help promote health.</p> <p>Remarks/Examples</p> <p>Parent, teacher, coach, counselor, and school nurse.</p>
<u>HE.1.B.4.1:</u>	<p>Identify healthy ways to express needs, wants, and feelings.</p> <p>Remarks/Examples</p> <p>Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."</p>
<u>HE.1.B.4.2:</u>	<p>Describe good listening skills to enhance health.</p> <p>Remarks/Examples</p> <p>Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.</p>

<u>HE.1.B.4.3:</u>	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Remarks/Examples Leave, tell a trusted adult, and say “no.”
<u>HE.1.B.5.1:</u>	Describe situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
<u>HE.1.B.5.2:</u>	Identify healthy options to health-related issues or problems. Remarks/Examples Wearing bike helmet, using age- appropriate restraints, and reporting danger.
<u>HE.1.B.5.3:</u>	Explain the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples Tooth decay and environmental damage.
<u>HE.1.C.1.1:</u>	Identify healthy behaviors. Remarks/Examples Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.
<u>HE.1.C.1.2:</u>	Recognize the physical and social dimensions of health. Remarks/Examples Making friends, respecting others, understanding empathy, and getting adequate sleep.
<u>HE.1.C.1.3:</u>	Describe ways to prevent common communicable diseases. Remarks/Examples Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.

<p><u>HE.1.C.1.4:</u></p>	<p>Identify ways to prevent childhood injuries in the home, school, and community settings. Remarks/Examples</p> <p>Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles.</p>
<p><u>HE.1.C.1.5:</u></p>	<p>Identify the correct names of human body parts. Remarks/Examples</p> <p>Stomach, intestines, heart, lungs, skin, muscles, and bones.</p>
<p><u>HE.1.C.1.6:</u></p>	<p>Identify health-care providers. Remarks/Examples</p> <p>Doctors, paramedics, and school nurses.</p>
<p><u>HE.1.C.2.1:</u></p>	<p>Identify how children learn health behaviors from family and friends. Remarks/Examples</p> <p>Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties.</p>
<p><u>HE.1.C.2.2:</u></p>	<p>Explore the ways that a friend would act in a variety of situations. Remarks/Examples</p> <p>Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.</p>
<p><u>HE.1.C.2.3:</u></p>	<p>Identify what the school and community do to support personal-health practices and behaviors. Remarks/Examples</p> <p>Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.</p>
<p><u>HE.1.C.2.4:</u></p>	<p>Recognize health consequences for not following rules. Remarks/Examples</p> <p>Injuries, arguments, hurt feelings, and pollution.</p>
<p><u>HE.1.P.7.1:</u></p>	<p>Tell about behaviors that avoid or reduce health risks.</p>

	<p>Remarks/Examples</p> <p>Swimming with a buddy, stopping and thinking, and following playground rules.</p>
<u>HE.1.P.8.1:</u>	<p>Encourage others to make positive health choices.</p> <p>Remarks/Examples</p> <p>Use sunscreen, cross the street at marked areas, and select healthy foods.</p>
<u>LACC.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.1.RI.1.1:</u>	<p>Ask and answer questions about key details in a text.</p>
<u>LACC.1.RI.1.3:</u>	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<u>LACC.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LACC.1.SL.1.2:</u>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<u>LACC.1.W.3.8:</u>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>



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then complex, skills and techniques.

VA.1.S.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., eye-hand coordination, fine-motor skills

VA.1.S.3.2 :

Discuss the qualities of good craftsmanship.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.1.S.3.3 :

Demonstrate safety procedures for using art tools and materials.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.1.S.3.4 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., positive comments, proper handling of others' work and materials, encouragement, courtesy

RELATED GLOSSARY TERM DEFINITIONS (3)

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.

Observation :

What one has observed using senses or instruments.

Course: English for Speakers of Other Language-Elementary- 5010010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3058.aspx>

BASIC INFORMATION

Course Title:	English for Speakers of Other Language-Elementary
Course Number:	5010010
Course Abbreviated Title:	ESOL E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	This course will be composed of a multilevel classroom with learners from diverse backgrounds at varying English proficiency levels using a standards-based ESOL curriculum. This course supports English Language Learners' acquisition of English in order to learn and to read, write, and communicate orally in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.
General Notes:	Special Notes: Instructional Practices Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for

	<p>any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (251)

<u>LACC.K.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
<u>LACC.K.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.

	<ul style="list-style-type: none"> c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p><u>LACC.K.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.
<p><u>LACC.K.L.3.5:</u></p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.
<p><u>LACC.K.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><u>LACC.K.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.

	<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>
<p><u>LACC.K.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<p><u>LACC.K.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<p><u>LACC.K.RF.4.4:</u></p>	<p>Read emergent-reader texts with purpose and understanding.</p>
<p><u>LACC.K.RI.1.1:</u></p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>
<p><u>LACC.K.RI.1.2:</u></p>	<p>With prompting and support, identify the main topic and retell key details of a text.</p>
<p><u>LACC.K.RI.1.3:</u></p>	<p>With prompting and support, describe the connection between two</p>

	individuals, events, ideas, or pieces of information in a text.
<u>LACC.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LACC.K.RI.2.5:</u>	Identify the front cover, back cover, and title page of a book.
<u>LACC.K.RI.2.6:</u>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<u>LACC.K.RI.3.7:</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<u>LACC.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LACC.K.RI.3.9:</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LACC.K.RI.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LACC.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LACC.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LACC.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LACC.K.RL.2.4:</u>	Ask and answer questions about unknown words in a text.
<u>LACC.K.RL.2.5:</u>	Recognize common types of texts (e.g., storybooks, poems).
<u>LACC.K.RL.2.6:</u>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<u>LACC.K.RL.3.7:</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<u>LACC.K.RL.3.9:</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>LACC.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.

<p><u>LACC.K.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<p><u>LACC.K.SL.1.2:</u></p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p><u>LACC.K.SL.1.3:</u></p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p><u>LACC.K.SL.2.4:</u></p>	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p><u>LACC.K.SL.2.5:</u></p>	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p><u>LACC.K.SL.2.6:</u></p>	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><u>LACC.K.W.1.1:</u></p>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
<p><u>LACC.K.W.1.2:</u></p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p><u>LACC.K.W.1.3:</u></p>	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><u>LACC.K.W.2.5:</u></p>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p><u>LACC.K.W.2.6:</u></p>	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with</p>

	peers.
<u>LACC.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LACC.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LACC.1.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<u>LACC.1.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

	<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<p><u>LACC.1.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p><u>LACC.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p><u>LACC.1.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
<p><u>LACC.1.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first

	<p>word, capitalization, ending punctuation).</p>
<p><u>LACC.1.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<p><u>LACC.1.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<p><u>LACC.1.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<u>LACC.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LACC.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LACC.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<u>LACC.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LACC.1.RI.2.6:</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<u>LACC.1.RI.3.7:</u>	Use the illustrations and details in a text to describe its key ideas.
<u>LACC.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LACC.1.RI.3.9:</u>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LACC.1.RI.4.10:</u>	With prompting and support, read informational texts appropriately complex for grade 1.
<u>LACC.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LACC.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LACC.1.RL.2.5:</u>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<u>LACC.1.RL.2.6:</u>	Identify who is telling the story at various points in a text.
<u>LACC.1.RL.3.7:</u>	Use illustrations and details in a story to describe its characters, setting, or events.
<u>LACC.1.RL.3.9:</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>LACC.1.RL.4.10:</u>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<u>LACC.1.SI.1.1:</u>	Participate in collaborative conversations with diverse partners about

	<p>grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LACC.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LACC.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LACC.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>LACC.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>LACC.1.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<u>LACC.1.W.1.1:</u>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<u>LACC.1.W.1.2:</u>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<u>LACC.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>LACC.1.W.2.5:</u>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<u>LACC.1.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools

	to produce and publish writing, including in collaboration with peers.
<u>LACC.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LACC.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.2.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
<u>LACC.2.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<u>LACC.2.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<p>a. Compare formal and informal uses of English.</p>
<p><u>LACC.2.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<p><u>LACC.2.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
<p><u>LACC.2.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p><u>LACC.2.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly

	<p>spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
<u>LACC.2.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<u>LACC.2.RI.1.1:</u>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<u>LACC.2.RI.1.2:</u>	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<u>LACC.2.RI.1.3:</u>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<u>LACC.2.RI.2.4:</u>	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<u>LACC.2.RI.2.5:</u>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>
<u>LACC.2.RI.2.6:</u>	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
<u>LACC.2.RI.3.7:</u>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<u>LACC.2.RI.3.8:</u>	<p>Describe how reasons support specific points the author makes in a text.</p>

<u>LACC.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LACC.2.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.2.RL.1.1:</u>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<u>LACC.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LACC.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LACC.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<u>LACC.2.RL.2.5:</u>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<u>LACC.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LACC.2.RL.3.7:</u>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<u>LACC.2.RL.3.9:</u>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<u>LACC.2.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.2.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their

	<p>comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<u>LACC.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LACC.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LACC.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LACC.2.SL.2.5:</u>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<u>LACC.2.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
<u>LACC.2.W.1.1:</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LACC.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LACC.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<u>LACC.2.W.2.5:</u>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<u>LACC.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

<u>LACC.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.3.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
<u>LACC.3.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<u>LACC.3.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	<ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
<p><u>LACC.3.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p><u>LACC.3.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<p><u>LACC.3.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<p><u>LACC.3.RE.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in</p>

	<p>decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
<u>LACC.3.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.3.RI.1.1:</u>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<u>LACC.3.RI.1.2:</u>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<u>LACC.3.RI.1.3:</u>	<p>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.</p>
<u>LACC.3.RI.2.4:</u>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
<u>LACC.3.RI.2.5:</u>	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
<u>LACC.3.RI.2.6:</u>	<p>Distinguish their own point of view from that of the author of a text.</p>
<u>LACC.3.RI.3.7:</u>	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<u>LACC.3.RI.3.8:</u>	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>

<u>LACC.3.RI.3.9:</u>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<u>LACC.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LACC.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LACC.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>LACC.3.RL.2.5:</u>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<u>LACC.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LACC.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LACC.3.RL.3.9:</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>LACC.3.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.3.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

	<p>other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<p><u>LACC.3.SL.1.2:</u></p>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.3.SL.1.3:</u></p>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p><u>LACC.3.SL.2.4:</u></p>	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
<p><u>LACC.3.SL.2.5:</u></p>	<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p><u>LACC.3.SL.2.6:</u></p>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>
<p><u>LACC.3.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.

<p><u>LACC.3.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p><u>LACC.3.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<p><u>LACC.3.W.2.4:</u></p>	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.3.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3.)</p>
<p><u>LACC.3.W.2.6:</u></p>	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
<p><u>LACC.3.W.3.7:</u></p>	<p>Conduct short research projects that build knowledge about a topic.</p>
<p><u>LACC.3.W.3.8:</u></p>	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

<p><u>LACC.3.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><u>LACC.4.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
<p><u>LACC.4.L.1.1g:</u></p>	<p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>
<p><u>LACC.4.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LACC.4.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.

	<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<p><u>LACC.4.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LACC.4.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<p><u>LACC.4.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
<p><u>LACC.4.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound

	<p>correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>
<u>LACC.4.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.4.RI.1.1:</u>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<u>LACC.4.RI.1.2:</u>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<u>LACC.4.RI.1.3:</u>	<p>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.</p>
<u>LACC.4.RI.2.4:</u>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
<u>LACC.4.RI.2.5:</u>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>
<u>LACC.4.RI.2.6:</u>	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>
<u>LACC.4.RI.3.7:</u>	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<u>LACC.4.RI.3.8:</u>	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>
<u>LACC.4.RI.3.9:</u>	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

<u>LACC.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LACC.4.RL.1.3:</u>	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).
<u>LACC.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LACC.4.RL.2.5:</u>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<u>LACC.4.RL.2.6:</u>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>LACC.4.RL.3.7:</u>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<u>LACC.4.RL.3.9:</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>LACC.4.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.4.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied

	<p>required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<p><u>LACC.4.SL.1.2:</u></p>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.4.SL.1.3:</u></p>	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
<p><u>LACC.4.SL.2.4:</u></p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><u>LACC.4.SL.2.5:</u></p>	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p><u>LACC.4.SL.2.6:</u></p>	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>
<p><u>LACC.4.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.

<p><u>LACC.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.4.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.4.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and</p>

	strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<u>LACC.4.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<u>LACC.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LACC.4.W.3.8:</u>	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.
<u>LACC.4.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>LACC.4.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>LACC.5.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.

	<p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>
<p><u>LACC.5.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LACC.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<p><u>LACC.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<u>LACC.5.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<u>LACC.5.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>
<u>LACC.5.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<u>LACC.5.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.5.RI.1.1:</u>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<u>LACC.5.RI.1.2:</u>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

<u>LACC.5.RI.1.3:</u>	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.
<u>LACC.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LACC.5.RI.2.5:</u>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>LACC.5.RI.2.6:</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<u>LACC.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LACC.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LACC.5.RI.3.9:</u>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LACC.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.5.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<u>LACC.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LACC.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LACC.5.RL.2.5:</u>	Explain how a series of chapters, scenes, or stanzas fits together to

	provide the overall structure of a particular story, drama, or poem.
<u>LACC.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.
<u>LACC.5.RL.3.7:</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<u>LACC.5.RL.3.9:</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<u>LACC.5.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LACC.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LACC.5.SL.2.4:</u>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

<u>LACC.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>LACC.5.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
<u>LACC.5.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<u>LACC.5.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<u>LACC.5.W.1.3:</u>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	<ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.5.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.5.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
<p><u>LACC.5.W.2.6:</u></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p><u>LACC.5.W.3.7:</u></p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p><u>LACC.5.W.3.8:</u></p>	<p>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.</p>
<p><u>LACC.5.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g.,

	<p>how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
<p><u>LACC.5.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>



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Section 3: Grades Pre-K to 12 Education Courses

Grades PreK to 5 Education Courses

Middle School Grades 6-8

Secondary Grades 9-12

Language Arts.....5

LANGUAGE ARTS

*æ5010010	ESOL E English for Speakers of Other Language-Elementary	/Y	ELEM ED K/ESOL E PK PRIMARY H/ESOL E ESOL @6 PRIMARY ED B/ESOL E ELEM ED @ 3/ESOL E ENGLISH @3/ESOL E WORLD LANGUAGE/ESOL E	
*æ5010020	FNC BAS SKLS READ E Functional Basic Skills in Reading- Elementary	/Y	ELEM ED @3 READING 6 PK PRIMARY H READING E/ANY FLD WHEN CERT	ENG @3 PRIMARY ED @B ELEM ED K REFLECTS BACHLR OR HGH
*æ5010030	FNC BAS SKLS COMMS E Functional Basic Skills in Communications-Elementary	/Y	ELEM ED @3 READING 6 PK PRIMARY H READING E/ANY FLD WHEN CERT	ENG @3 PRIMARY ED @B ELEM ED K REFLECTS BACHLR OR HGH
*æ5010041	LANG ARTS GRADE K Language Arts-Grade Kindergarten	/Y	ELEM ED @3 PRIMARY ED @B ELEM ED K	ENGLISH @3 PK PRIMARY H E CHILD ED !0
*æ5010042	LANG ARTS GRADE 1 Language Arts-Grade One	/Y	ELEM ED @3 PRIMARY ED @B ELEM ED K	ENGLISH @3 PK PRIMARY H
*æ5010043	LANG ARTS GRADE 2 Language Arts-Grade Two	/Y	ELEM ED @3 PRIMARY ED @B ELEM ED K	ENGLISH @3 PK PRIMARY H
*æ5010044	LANG ARTS GRADE 3 Language Arts-Grade Three	/Y	ELEM ED @3 PRIMARY ED @B ELEM ED K	ENGLISH @3 PK PRIMARY H
*æ5010045	LANG ARTS GRADE 4 Language Arts-Grade Four	/Y	ELEM ED @3 ELEM ED K	ENGLISH @3
*æ5010046	LANG ARTS GRADE 5 Language Arts-Grade Five	/Y	ELEM ED @3 ELEM ED K MG ENG C	ENGLISH @3

Course: Language Arts - Grade 5- 5010046

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3794.aspx>

BASIC INFORMATION

Course Title:	Language Arts - Grade 5
Course Number:	5010046
Course Abbreviated Title:	Lang Arts - 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade 5. The standards are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general

expectations described by the CCR anchor standards.

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (62)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Standard Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle,

and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

Writing

Standard Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standard Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The following standards may be addressed at higher grades: LACC.5.L.1.1d, LACC.5.L.1.2a.*

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed

NGSS standards are clearly taught in the CCSS.

<p><u>HE.5.B.3.1:</u></p>	<p>Discuss characteristics of valid health information, products, and services. Remarks/Examples</p> <hr/> <p>Reliable source, current information, and medically accurate information.</p> <hr/>
<p><u>HE.5.B.3.2:</u></p>	<p>Evaluate criteria for selecting health resources, products, and services. Remarks/Examples</p> <hr/> <p>Function, directions for use, competence of the provider, and costs.</p> <hr/>
<p><u>HE.5.B.4.1:</u></p>	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Remarks/Examples</p> <hr/> <p>Written or verbal communication, body language, and conflict-resolution skills.</p> <hr/>
<p><u>HE.5.B.4.2:</u></p>	<p>Discuss refusal skills and negotiation skills that avoid or reduce health risks. Remarks/Examples</p> <hr/> <p>States desires clearly, offer alternative, use “I” messages, and role play.</p> <hr/>
<p><u>HE.5.B.4.3:</u></p>	<p>Illustrate effective conflict resolution strategies. Remarks/Examples</p> <hr/> <p>Expressing emotions, listening, and using body language.</p> <hr/>
<p><u>HE.5.B.4.4:</u></p>	<p>Determine ways to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <hr/> <p>Verbalize, write, and draw.</p> <hr/>
<p><u>HE.5.B.5.1:</u></p>	<p>Describe circumstances that can help or hinder healthy decision making. Remarks/Examples</p>

	Peer pressure, bullying, substance abuse, and stress.
HE.5.C.1.3:	<p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p>Remarks/Examples</p> <p>Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
HE.5.C.2.5:	<p>Determine how media influences family health behaviors and the selection of health information, products, and services.</p> <p>Remarks/Examples</p> <p>Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
LA.5.1.7.4:	The student will identify cause-and-effect relationships in text;
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;
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);
LACC.5.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
LACC.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

<p><u>LACC.5.RI.1.3:</u></p>	<p>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.</p>
<p><u>LACC.5.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LACC.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<p><u>LACC.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words

	and phrases.
<u>LACC.5.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<u>LACC.5.L.3.6:</u>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>
<u>LACC.5.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<u>LACC.5.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.5.RI.1.1:</u>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<u>LACC.5.RI.2.4:</u>	<p>Determine the meaning of general academic and domain-specific</p>

	words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LACC.5.RI.2.5:</u>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>LACC.5.RI.2.6:</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<u>LACC.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LACC.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LACC.5.RI.3.9:</u>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LACC.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.5.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<u>LACC.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LACC.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LACC.5.RL.2.5:</u>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>LACC.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.

<u>LACC.5.RL.3.7:</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<u>LACC.5.RL.3.9:</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<u>LACC.5.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LACC.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LACC.5.SL.2.4:</u>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LACC.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

<p><u>LACC.5.SL.2.6:</u></p>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>
<p><u>LACC.5.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LACC.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that

	<p>unfolds naturally.</p> <ol style="list-style-type: none"> b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.5.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.5.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>
<p><u>LACC.5.W.2.6:</u></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p><u>LACC.5.W.3.7:</u></p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p><u>LACC.5.W.3.8:</u></p>	<p>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.</p>
<p><u>LACC.5.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support

	particular points in a text, identifying which reasons and evidence support which point[s]").
<u>LACC.5.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SC.5.N.1.3:</u>	Recognize and explain the need for repeated experimental trials. Remarks/Examples
	CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.
<u>SC.5.N.1.4:</u>	Identify a control group and explain its importance in an experiment. Remarks/Examples
	CCSS Connections: MACC.K12.MP.6: Attend to precision.
<u>SC.5.N.1.5:</u>	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." 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.
<u>SC.5.N.1.6:</u>	Recognize and explain the difference between personal opinion/interpretation and verified observation.
<u>SS.5.C.1.1:</u>	Explain how and why the United States government was created.
<u>SS.5.C.1.3:</u>	Explain the definition and origin of rights. Remarks/Examples
	Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
<u>SS.5.C.1.5:</u>	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

RELATED GLOSSARY TERM DEFINITIONS (4)

Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Observation :	What one has observed using senses or instruments.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.



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Course: Language Arts - Grade 4- 5010045

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BASIC INFORMATION

Course Title:	Language Arts - Grade 4
Course Number:	5010045
Course Abbreviated Title:	Lang Arts - Grade
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade 4. The standards are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general

expectations described by the CCR anchor standards.

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (61)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Standard Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle,

and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

Writing

Standard Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standard Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The following standards may be re-addressed at a higher grade level: LACC.4.L.1.1f, LACC.4.L.1.1g, LACC.4.L.2.3a, LACC.4.L.2.3b*

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.*

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<p><u>HE.4.B.3.1:</u></p>	<p>Describe characteristics of valid health information, products, and services. Remarks/Examples</p> <p>Professional certification, components of proper labeling, complete directions for use, source, and date.</p>
<p><u>HE.4.B.3.2:</u></p>	<p>Construct criteria for selecting health resources, products, services, and reputable technologies. Remarks/Examples</p> <p>Asking if health resources are safe, affordable, and available.</p>
<p><u>HE.4.B.4.1:</u></p>	<p>Explain effective verbal and nonverbal communication skills to enhance health. Remarks/Examples</p> <p>Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.</p>
<p><u>HE.4.B.4.2:</u></p>	<p>Identify refusal skills and negotiation skills that avoid or reduce health risks. Remarks/Examples</p> <p>Expressing feelings, offering alternatives, and reporting danger.</p>
<p><u>HE.4.B.4.3:</u></p>	<p>Discuss nonviolent strategies to manage or resolve conflict. Remarks/Examples</p> <p>Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.</p>
<p><u>HE.4.B.4.4:</u></p>	<p>Demonstrate ways to ask for assistance to enhance personal health. Remarks/Examples</p> <p>Verbalize, write, text, email, and draw.</p>
<p><u>HE.4.B.5.1:</u></p>	<p>Identify circumstances that can help or hinder healthy decision making. Remarks/Examples</p> <p>Lack of knowledge, lack of support, and cultural norms.</p>

<u>HE.4.C.1.3:</u>	Describe ways a safe, healthy school environment can promote personal health. Remarks/Examples Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
<u>HE.4.C.2.5:</u>	Explain how media influences personal thoughts, feelings, and health behaviors. Remarks/Examples Insidious marketing/product placement, branding, and anti-drug campaigns.
<u>LA.4.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.4.1.7.5:</u>	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;
<u>LA.4.2.2.1:</u>	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
<u>LACC.4.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).

<u>LACC.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LACC.4.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
<u>LACC.4.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<u>LACC.4.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<u>LACC.4.L.3.5:</u>	Demonstrate understanding of word relationships, and nuances in word meanings.

	<ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<p><u>LACC.4.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
<p><u>LACC.4.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
<p><u>LACC.4.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><u>LACC.4.RI.1.1:</u></p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p><u>LACC.4.RI.1.3:</u></p>	<p>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.</p>
<p><u>LACC.4.RI.2.4:</u></p>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>

<u>LACC.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<u>LACC.4.RI.2.6:</u>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>LACC.4.RI.3.7:</u>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<u>LACC.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LACC.4.RI.3.9:</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LACC.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LACC.4.RL.1.3:</u>	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).
<u>LACC.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LACC.4.RL.2.5:</u>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<u>LACC.4.RL.2.6:</u>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>LACC.4.RL.3.7:</u>	Make connections between the text of a story or drama and a visual

	or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<u>LACC.4.RL.3.9:</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>LACC.4.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<u>LACC.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LACC.4.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LACC.4.SL.2.5:</u>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

<p><u>LACC.4.SL.2.6:</u></p>	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>
<p><u>LACC.4.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LACC.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a

	<p>narrator and/or characters; organize an event sequence that unfolds naturally.</p> <ol style="list-style-type: none"> b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.4.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.4.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>
<p><u>LACC.4.W.2.6:</u></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
<p><u>LACC.4.W.3.7:</u></p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p><u>LACC.4.W.3.8:</u></p>	<p>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.</p>
<p><u>LACC.4.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support

	particular points in a text”).
<u>LACC.4.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SC.4.N.1.3:</u>	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.
<u>SC.4.N.1.4:</u>	<p>Attempt reasonable answers to scientific questions and cite evidence in support. Remarks/Examples</p> <p>* 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.</p> <p>** CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<u>SC.4.N.1.5:</u>	<p>Compare the methods and results of investigations done by other classmates. Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.6: Attend to precision.</p>
<u>SC.4.N.1.6:</u>	<p>Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations. Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<u>SS.4.C.1.1:</u>	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

SS.4.C.2.3:

Explain the importance of public service, voting, and volunteerism.

RELATED GLOSSARY TERM DEFINITIONS (6)

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.
Observation :	What one has observed using senses or instruments.
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.
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.



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Course: Language Arts - Grade 3- 5010044

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BASIC INFORMATION

Course Title:	Language Arts - Grade 3
Course Number:	5010044
Course Abbreviated Title:	Lang Arts - 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade 3. The standards are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general

expectations described by the CCR anchor standards.

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (60)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Standard Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle,

and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

Writing

Standard Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standard Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The following standards may be re-addressed at a higher grade level:*

LACC.3.L.1.1f, LACC.3.L.2.3a

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- **Make sense of problems and persevere in solving them. (MP 1)**
- **Construct viable arguments and critique the reasoning of others. (MP 3)**
- **Attend to precision. (MP 6)**

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other*

FCAT- assessed NGSS standards are clearly taught in the CCSS.

<p><u>HE.3.B.3.1:</u></p>	<p>Locate resources from home, school, and community that provide valid health information. Remarks/Examples</p> <hr/> <p>Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.</p> <hr/>
<p><u>HE.3.B.3.2:</u></p>	<p>Describe criteria for selecting health information, resources, products, and services. Remarks/Examples</p> <hr/> <p>Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.</p> <hr/>
<p><u>HE.3.B.4.1:</u></p>	<p>Identify effective verbal and nonverbal communication skills to enhance health. Remarks/Examples</p> <hr/> <p>Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.</p> <hr/>
<p><u>HE.3.B.4.2:</u></p>	<p>Demonstrate refusal skills that avoid or reduce health risks. Remarks/Examples</p> <hr/> <p>Making clear statements, expressing feelings, asking for help, and learning how to say "no."</p> <hr/>
<p><u>HE.3.B.4.3:</u></p>	<p>Demonstrate nonviolent strategies to manage or resolve conflict. Remarks/Examples</p> <hr/> <p>Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p> <hr/>
<p><u>HE.3.B.4.4:</u></p>	<p>Explain ways to ask for assistance to enhance personal health. Remarks/Examples</p> <hr/> <p>Group discussions, ask orally, and ask in writing.</p> <hr/>
<p><u>HE.3.B.5.1:</u></p>	<p>Recognize circumstances that can help or hinder healthy decision making. Remarks/Examples</p>

	Media health messages, practices of family and peers, and knowledge of topic.
<u>HE.3.C.1.3:</u>	Describe ways a safe, healthy classroom can promote personal health. Remarks/Examples Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.
<u>HE.3.C.2.5:</u>	Discuss the positive and negative impacts media may have on health. Remarks/Examples Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
<u>LA.3.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.3.1.7.5:</u>	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
<u>LA.3.2.2.1:</u>	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
<u>LACC.3.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and

	<p>adverbs, and choose between them depending on what is to be modified.</p> <ul style="list-style-type: none"> h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
<p><u>LACC.3.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LACC.3.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
<p><u>LACC.3.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an

	<p>unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p><u>LACC.3.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<p><u>LACC.3.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<p><u>LACC.3.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>
<p><u>LACC.3.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

<u>LACC.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RI.1.2:</u>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<u>LACC.3.RI.1.3:</u>	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.
<u>LACC.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LACC.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LACC.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LACC.3.RI.3.7:</u>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<u>LACC.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LACC.3.RI.3.9:</u>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<u>LACC.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LACC.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LACC.3.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a

	text, distinguishing literal from nonliteral language.
<u>LACC.3.RL.2.5:</u>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<u>LACC.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LACC.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LACC.3.RL.3.9:</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>LACC.3.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LACC.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<u>LACC.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LACC.3.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<u>LACC.3.SL.2.5:</u>	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
<u>LACC.3.SL.2.6:</u>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
<u>LACC.3.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<u>LACC.3.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<u>LACC.3.W.1.3:</u>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or

	<p>characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>
<u>LACC.3.W.2.4:</u>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.3.W.2.5:</u>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3.)
<u>LACC.3.W.2.6:</u>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<u>LACC.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LACC.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LACC.3.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SC.3.N.1.3:</u>	<p>Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</p> <p>Remarks/Examples</p> <p>** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<u>SC.3.N.1.4:</u>	<p>Recognize the importance of communication among scientists.</p> <p>Remarks/Examples</p> <p>* CCSS Connections: LACC.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or</p>

	steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<u>SC.3.N.1.5:</u>	Recognize that scientists question, discuss, and check each others' evidence and explanations. Remarks/Examples ** CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
<u>SC.3.N.1.6:</u>	Infer based on observation. Remarks/Examples ** CCSS Connections: MACC.K12.MP.6: Attend to precision.
<u>SS.3.C.1.2:</u>	Describe how government gains its power from the people.
<u>SS.3.C.2.1:</u>	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Remarks/Examples Examples are food drives, book drives, community, clean-up, voting.

RELATED GLOSSARY TERM DEFINITIONS (3)

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Observation :	What one has observed using senses or instruments.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.



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Course: Language Arts - Grade 2- 5010043

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BASIC INFORMATION

Course Title:	Language Arts - Grade 2
Course Number:	5010043
Course Abbreviated Title:	Lang Arts - 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade 2. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	General Notes: The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the

more general expectations described by the CCR anchor standards.

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (51)

Reading Literature

Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Benchmark Notes: The reading foundational skills benchmarks are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Notes: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Writing

Benchmark Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<u>HE.2.B.3.1:</u>	Understand the meaning of warning labels and signs on hazardous products.
	Remarks/Examples
	Hazardous-waste sign and medication labels.

<p><u>HE.2.B.3.2:</u></p>	<p>Select trusted adults and professionals who can help promote health. Remarks/Examples</p> <p>Family members, educators, and environmentalists.</p>
<p><u>HE.2.B.4.1:</u></p>	<p>Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. Remarks/Examples</p> <p>Sharing feelings, following rules and directions, and waiting your turn to speak.</p>
<p><u>HE.2.B.4.3:</u></p>	<p>Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Remarks/Examples</p> <p>Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”</p>
<p><u>HE.2.B.5.1:</u></p>	<p>Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples</p> <p>When you think your friend is in trouble and food choices.</p>
<p><u>LACC.2.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).

<p><u>LACC.2.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LACC.2.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English.
<p><u>LACC.2.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<p><u>LACC.2.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use

	<p>(e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<p><u>LACC.2.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p><u>LACC.2.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
<p><u>LACC.2.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><u>LACC.2.RI.1.1:</u></p>	<p>Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p><u>LACC.2.RI.1.2:</u></p>	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<p><u>LACC.2.RI.1.3:</u></p>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

<u>LACC.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LACC.2.RI.2.5:</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>LACC.2.RI.2.6:</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>LACC.2.RI.3.7:</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>LACC.2.RI.3.8:</u>	Describe how reasons support specific points the author makes in a text.
<u>LACC.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LACC.2.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.2.RL.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<u>LACC.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LACC.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LACC.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<u>LACC.2.RL.2.5:</u>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<u>LACC.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LACC.2.RL.3.7:</u>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<u>LACC.2.RI.3.9:</u>	Compare and contrast two or more versions of the same story (e.g.,

	Cinderella stories) by different authors or from different cultures.
<u>LACC.2.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.2.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LACC.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LACC.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LACC.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LACC.2.SL.2.5:</u>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<u>LACC.2.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
<u>LACC.2.W.1.1:</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LACC.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

<u>LACC.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<u>LACC.2.W.2.5:</u>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<u>LACC.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LACC.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>SC.2.N.1.1:</u>	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
<u>SC.2.N.1.3:</u>	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. Remarks/Examples * CCSS Connections: LACC.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.
<u>SC.2.N.1.5:</u>	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). Remarks/Examples ** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.
<u>SS.2.C.2.4:</u>	Identify ways citizens can make a positive contribution in their community. Remarks/Examples Examples are volunteering and recycling.
<u>SS.2.C.2.5:</u>	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

<u>SS.2.C.3.2:</u>	Recognize symbols, individuals, events, and documents that represent the United States.
	Remarks/Examples
	Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

RELATED GLOSSARY TERM DEFINITIONS (2)

Inference :	The act of reasoning from factual knowledge or evidence.
Observation :	What one has observed using senses or instruments.



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Course: Language Arts - Grade 1- 5010042

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BASIC INFORMATION

Course Title:	Language Arts - Grade 1
Course Number:	5010042
Course Abbreviated Title:	Lang Arts - 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade 1. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general

expectations described by the CCR anchor standards.

Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (52)

Reading Literature

Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Benchmark Notes: The reading foundational skills benchmarks are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Writing

Benchmark Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Speaking & Listening

Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<u>HE.1.B.3.1:</u>	Determine the meaning of warning labels and signs on hazardous products and places
	Remarks/Examples
	Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.

<p><u>HE.1.B.3.2:</u></p>	<p>Identify trusted adults and professionals who can help promote health.</p> <p>Remarks/Examples</p> <p>Parent, teacher, coach, counselor, and school nurse.</p>
<p><u>HE.1.B.4.1:</u></p>	<p>Identify healthy ways to express needs, wants, and feelings.</p> <p>Remarks/Examples</p> <p>Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."</p>
<p><u>HE.1.B.4.2:</u></p>	<p>Describe good listening skills to enhance health.</p> <p>Remarks/Examples</p> <p>Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.</p>
<p><u>HE.1.B.4.3:</u></p>	<p>Describe ways to respond when in an unwanted, threatening, or dangerous situation.</p> <p>Remarks/Examples</p> <p>Leave, tell a trusted adult, and say "no."</p>
<p><u>HE.1.B.5.1:</u></p>	<p>Describe situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples</p> <p>Crossing a street, choosing foods, washing hands, and participating in recreational water activities.</p>
<p><u>LACC.1.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

	<ul style="list-style-type: none"> f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<p><u>LACC.1.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p><u>LACC.1.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p><u>LACC.1.RI.2.4:</u></p>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p><u>LACC.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a

	<p>sense of the concepts the categories represent.</p> <ol style="list-style-type: none"> b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p><u>LACC.1.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
<p><u>LACC.1.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<p><u>LACC.1.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<p><u>LACC.1.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common

	<p>consonant digraphs.</p> <ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<u>LACC.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LACC.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LACC.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LACC.1.RI.2.6:</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<u>LACC.1.RI.3.7:</u>	Use the illustrations and details in a text to describe its key ideas.
<u>LACC.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LACC.1.RI.3.9:</u>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LACC.1.RI.4.10:</u>	With prompting and support, read informational texts appropriately complex for grade 1.

<u>LACC.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LACC.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LACC.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LACC.1.RL.2.5:</u>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<u>LACC.1.RL.2.6:</u>	Identify who is telling the story at various points in a text.
<u>LACC.1.RL.3.7:</u>	Use illustrations and details in a story to describe its characters, setting, or events.
<u>LACC.1.RL.3.9:</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>LACC.1.RL.4.10:</u>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<u>LACC.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LACC.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LACC.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LACC.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details,

	expressing ideas and feelings clearly.
<u>LACC.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>LACC.1.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<u>LACC.1.W.1.1:</u>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<u>LACC.1.W.1.2:</u>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<u>LACC.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>LACC.1.W.2.5:</u>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<u>LACC.1.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LACC.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>SC.1.N.1.2:</u>	<p>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.</p> <p>Remarks/Examples</p> <p>* 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.</p> <p>* Refer to MACC.K12.MP.5: Use appropriate tools strategically.</p>

<u>SC.1.N.1.3:</u>	Keep records as appropriate - such as pictorial and written records - of investigations conducted. 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.
<u>SS.1.C.1.1:</u>	Explain the purpose of rules and laws in the school and community. Remarks/Examples
	Examples are keeping order and ensuring safety.
<u>SS.1.C.2.1:</u>	Explain the rights and responsibilities students have in the school community. Remarks/Examples
	Examples are not littering, coming to school on time, and having a safe learning environment.
<u>SS.1.C.3.2:</u>	Recognize symbols and individuals that represent American constitutional democracy. Remarks/Examples
	Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.

RELATED GLOSSARY TERM DEFINITIONS (5)

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Motion:	The act or process of changing position and/or direction.

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.
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.



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Course: Language Arts - Grade Kindergarten-5010041

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BASIC INFORMATION

Course Title:	Language Arts - Grade Kindergarten
Course Number:	5010041
Course Abbreviated Title:	Lang Arts - K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade K. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or

	<p>further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to lessons.3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.4. Requiring students to support answers with evidence from the text.5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (53)

Reading Literature

Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction

in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Reading Foundational Skills

Benchmark Notes: The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications.

Writing

Benchmark Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable

to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<p><u>HE.K.B.3.1:</u></p>	<p>Recognize warning labels and signs on hazardous products and places. Remarks/Examples</p> <p>Poison symbol, universal symbol for "no," and crosswalk signals.</p>
<p><u>HE.K.B.3.2:</u></p>	<p>Recognize school and community health helpers. Remarks/Examples</p> <p>Fire, police, medical, and school personnel.</p>
<p><u>HE.K.B.4.1:</u></p>	<p>Recognize healthy ways to express needs, wants, and feelings. Remarks/Examples</p> <p>How to share objects and time, how to be an effective family member, and how to use manners.</p>
<p><u>HE.K.B.4.2:</u></p>	<p>Demonstrate listening skills to enhance health. Remarks/Examples</p> <p>Using manners, asking questions, and looking at the speaker.</p>
<p><u>HE.K.B.4.3:</u></p>	<p>Identify the appropriate responses to unwanted and threatening situations. Remarks/Examples</p> <p>Tell a trusted adult, police officer, and/or parent; seek safety and run for help.</p>
<p><u>HE.K.B.5.1:</u></p>	<p>Name situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples</p> <p>Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.</p>

<p><u>LACC.K.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
<p><u>LACC.K.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p><u>LACC.K.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.
<p><u>LACC.K.L.3.5:</u></p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

	<ul style="list-style-type: none"> b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
<p><u>LACC.K.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><u>LACC.K.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
<p><u>LACC.K.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<p><u>LACC.K.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>

	<ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<u>LACC.K.RF.4.4:</u>	Read emergent-reader texts with purpose and understanding.
<u>LACC.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LACC.K.RI.1.2:</u>	With prompting and support, identify the main topic and retell key details of a text.
<u>LACC.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LACC.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LACC.K.RI.2.5:</u>	Identify the front cover, back cover, and title page of a book.
<u>LACC.K.RI.2.6:</u>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<u>LACC.K.RI.3.7:</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<u>LACC.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LACC.K.RI.3.9:</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LACC.K.RI.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LACC.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.

<u>LACC.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LACC.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LACC.K.RL.2.4:</u>	Ask and answer questions about unknown words in a text.
<u>LACC.K.RL.2.5:</u>	Recognize common types of texts (e.g., storybooks, poems).
<u>LACC.K.RL.2.6:</u>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<u>LACC.K.RL.3.7:</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<u>LACC.K.RL.3.9:</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>LACC.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LACC.K.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LACC.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LACC.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LACC.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LACC.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LACC.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.

<u>LACC.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
<u>LACC.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LACC.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<u>LACC.K.W.2.5:</u>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<u>LACC.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LACC.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>SC.K.L.14.2:</u>	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
<u>SC.K.N.1.1:</u>	Collaborate with a partner to collect information. Remarks/Examples
	CCSS Connections: LACC.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<u>SC.K.N.1.3:</u>	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
<u>SS.K.C.1.2:</u>	Explain the purpose and necessity of rules and laws at home, school, and community. Remarks/Examples

	Examples are attending school and wearing a seat belt.
<u>SS.K.C.2.1:</u>	Demonstrate the characteristics of being a good citizen. 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.
<u>SS.K.C.2.2:</u>	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

RELATED GLOSSARY TERM DEFINITIONS (1)

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
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Course: Functional Basic Skills in Communications-Elementary- 5010030

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BASIC INFORMATION

Course Title:	Functional Basic Skills in Communications-Elementary
Course Number:	5010030
Course Abbreviated Title:	FNC BAS SKLS COMMS E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling to write or communicate orally with others. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.
General Notes:	Special Notes: Instructional Practices Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: <ol style="list-style-type: none">1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.2. Making close reading and rereading of texts central to

	<p>lessons.</p> <ol style="list-style-type: none"> 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (180)

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

<p><u>LACC.K.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
<p><u>LACC.K.L.3.5:</u></p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
<p><u>LACC.K.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><u>LACC.K.RI.1.1:</u></p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>
<p><u>LACC.K.RI.1.2:</u></p>	<p>With prompting and support, identify the main topic and retell key details of a text.</p>
<p><u>LACC.K.RI.1.3:</u></p>	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p><u>LACC.K.RI.2.4:</u></p>	<p>With prompting and support, ask and answer questions about unknown words in a text.</p>
<p><u>LACC.K.RI.3.8:</u></p>	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p><u>LACC.K.RL.1.1:</u></p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>

<u>LACC.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LACC.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LACC.K.RL.2.4:</u>	Ask and answer questions about unknown words in a text.
<u>LACC.K.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LACC.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LACC.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LACC.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LACC.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LACC.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LACC.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
<u>LACC.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LACC.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

<u>LACC.K.W.2.5:</u>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<u>LACC.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LACC.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LACC.1.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<u>LACC.1.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p><u>LACC.1.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p><u>LACC.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p><u>LACC.1.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes</i></p>

	<i>that</i>).
<u>LACC.1.RF.3.3g:</u>	Recognize and read grade-appropriate irregularly spelled words.
<u>LACC.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LACC.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<u>LACC.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LACC.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LACC.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LACC.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LACC.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LACC.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LACC.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LACC.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>LACC.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when

	appropriate to clarify ideas, thoughts, and feelings.
<u>LACC.1.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
<u>LACC.1.W.1.1:</u>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<u>LACC.1.W.1.2:</u>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<u>LACC.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>LACC.1.W.2.5:</u>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<u>LACC.1.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LACC.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.2.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched</i>

	<p><i>by the little boy).</i></p>
<p><u>LACC.2.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LACC.2.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English.
<p><u>LACC.2.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

<u>LACC.2.L.3.5:</u>	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
<u>LACC.2.L.3.6:</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
<u>LACC.2.RF.4.4c:</u>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.2.RI.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<u>LACC.2.RI.1.2:</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>LACC.2.RI.1.3:</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>LACC.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LACC.2.RI.3.8:</u>	Describe how reasons support specific points the author makes in a text.
<u>LACC.2.RL.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<u>LACC.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LACC.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LACC.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<u>LACC.2.SI.1.1:</u>	Participate in collaborative conversations with diverse partners about

	<p>grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LACC.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LACC.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LACC.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LACC.2.SL.2.5:</u>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<u>LACC.2.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
<u>LACC.2.W.1.1:</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LACC.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LACC.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<u>LACC.2.W.2.5:</u>	With guidance and support from adults and peers, focus on a topic

	and strengthen writing as needed by revising and editing.
<u>LACC.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LACC.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LACC.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.3.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
<u>LACC.3.L.1.1g:</u>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<u>LACC.3.L.1.1h:</u>	Use coordinating and subordinating conjunctions.
<u>LACC.3.L.1.1i:</u>	Produce simple, compound, and complex sentences.
<u>LACC.3.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.

	<ul style="list-style-type: none"> e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LACC.3.L.1.2g:</u></p>	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p><u>LACC.3.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
<p><u>LACC.3.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p><u>LACC.3.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>

	<ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<u>LACC.3.L.3.6:</u>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
<u>LACC.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RI.1.2:</u>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<u>LACC.3.RI.1.3:</u>	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.
<u>LACC.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LACC.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LACC.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LACC.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LACC.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

<p><u>LACC.3.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<p><u>LACC.3.SL.1.2:</u></p>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.3.SL.1.3:</u></p>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p><u>LACC.3.SL.2.4:</u></p>	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
<p><u>LACC.3.SL.2.5:</u></p>	<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p><u>LACC.3.SL.2.6:</u></p>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>
<p><u>LACC.3.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists

	<p>reasons.</p> <ol style="list-style-type: none"> b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<p><u>LACC.3.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p><u>LACC.3.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<p><u>LACC.3.W.2.4:</u></p>	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.3.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3.)</p>

<u>LACC.3.W.2.6:</u>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<u>LACC.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LACC.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LACC.3.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>LACC.4.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
<u>LACC.4.L.1.1g:</u>	Correctly use frequently confused words (e.g., to, too, two; there, their).
<u>LACC.4.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting

	<p>references as needed.</p>
<p><u>LACC.4.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<p><u>LACC.4.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LACC.4.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<p><u>LACC.4.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and</p>

	domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
<u>LACC.4.RI.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LACC.4.RI.1.3:</u>	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.
<u>LACC.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LACC.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LACC.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LACC.4.RL.1.3:</u>	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).
<u>LACC.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LACC.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up

	<p>on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<u>LACC.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LACC.4.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LACC.4.SL.2.5:</u>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<u>LACC.4.SL.2.6:</u>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
<u>LACC.4.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
<u>LACC.4.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in</p>

	<p>paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.4.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.4.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>
<p><u>LACC.4.W.2.6:</u></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to</p>

	interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<u>LACC.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LACC.4.W.3.8:</u>	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.
<u>LACC.4.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>LACC.4.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>LACC.5.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).
<u>LACC.5.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LACC.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<p><u>LACC.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LACC.5.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and

	<p>metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<u>LACC.5.RI.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.5.RI.1.2:</u>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<u>LACC.5.RI.1.3:</u>	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.
<u>LACC.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LACC.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LACC.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.5.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<u>LACC.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LACC.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LACC.5.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.

	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<p><u>LACC.5.SL.1.2:</u></p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.5.SL.1.3:</u></p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p><u>LACC.5.SL.2.4:</u></p>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><u>LACC.5.SL.2.5:</u></p>	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p><u>LACC.5.SL.2.6:</u></p>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>
<p><u>LACC.5.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the

	<p>opinion presented.</p>
<p><u>LACC.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.5.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-</p>

	specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.5.W.2.5:</u>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<u>LACC.5.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<u>LACC.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>LACC.5.W.3.8:</u>	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.
<u>LACC.5.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<u>LACC.5.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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Course: Functional Basic Skills in Reading-Elementary- 5010020

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BASIC INFORMATION

Course Title:	Functional Basic Skills in Reading-Elementary
Course Number:	5010020
Course Abbreviated Title:	FNC BAS SKLS READ E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling to read and write or communicate orally about what they have read. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.
General Notes:	Special Notes: Instructional Practices Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

	<ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (218)

<u>LACC.K.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
<u>LACC.K.L.3.5:</u>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by

	<p>acting out the meanings.</p>
<p><u>LACC.K.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><u>LACC.K.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
<p><u>LACC.K.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<p><u>LACC.K.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

	<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<u>LACC.K.RF.4.4:</u>	Read emergent-reader texts with purpose and understanding.
<u>LACC.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LACC.K.RI.1.2:</u>	With prompting and support, identify the main topic and retell key details of a text.
<u>LACC.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LACC.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LACC.K.RI.2.5:</u>	Identify the front cover, back cover, and title page of a book.
<u>LACC.K.RI.2.6:</u>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<u>LACC.K.RI.3.7:</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<u>LACC.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LACC.K.RI.3.9:</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LACC.K.RI.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LACC.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LACC.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LACC.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.

<u>LACC.K.RL.2.4:</u>	Ask and answer questions about unknown words in a text.
<u>LACC.K.RL.2.5:</u>	Recognize common types of texts (e.g., storybooks, poems).
<u>LACC.K.RL.2.6:</u>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<u>LACC.K.RL.3.7:</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<u>LACC.K.RL.3.9:</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>LACC.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LACC.K.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LACC.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<u>LACC.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LACC.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LACC.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LACC.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LACC.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference

	about the topic or book (e.g., My favorite book is...).
<u>LACC.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LACC.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<u>LACC.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LACC.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.1.L.1.1g:</u>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<u>LACC.1.L.1.1h:</u>	Use determiners (e.g., articles, demonstratives).
<u>LACC.1.L.1.1i:</u>	Use frequently occurring prepositions (e.g., during, beyond, toward).
<u>LACC.1.L.1.1j:</u>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<u>LACC.1.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<u>LACC.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>LACC.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

<p><u>LACC.1.W.1.1:</u></p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p><u>LACC.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p><u>LACC.1.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
<p><u>LACC.1.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<p><u>LACC.1.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete

	sequence of individual sounds (phonemes).
<u>LACC.1.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<u>LACC.1.RF.3.3g:</u>	Recognize and read grade-appropriate irregularly spelled words.
<u>LACC.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LACC.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LACC.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LACC.1.RI.2.6:</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

<u>LACC.1.RI.3.7:</u>	Use the illustrations and details in a text to describe its key ideas.
<u>LACC.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LACC.1.RI.3.9:</u>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LACC.1.RI.4.10:</u>	With prompting and support, read informational texts appropriately complex for grade 1.
<u>LACC.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LACC.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LACC.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LACC.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LACC.1.RL.2.5:</u>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<u>LACC.1.RL.2.6:</u>	Identify who is telling the story at various points in a text.
<u>LACC.1.RL.3.7:</u>	Use illustrations and details in a story to describe its characters, setting, or events.
<u>LACC.1.RL.3.9:</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>LACC.1.RL.4.10:</u>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<u>LACC.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

<u>LACC.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LACC.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LACC.1.W.1.2:</u>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<u>LACC.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>LACC.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LACC.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.2.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<u>LACC.2.L.3.5:</u>	Demonstrate understanding of word relationships and nuances in word meanings.

	<ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
<p><u>LACC.2.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p><u>LACC.2.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
<p><u>LACC.2.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><u>LACC.2.RI.1.1:</u></p>	<p>Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p><u>LACC.2.RI.1.2:</u></p>	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>

<u>LACC.2.RI.1.3:</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>LACC.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LACC.2.RI.2.5:</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>LACC.2.RI.2.6:</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>LACC.2.RI.3.7:</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>LACC.2.RI.3.8:</u>	Describe how reasons support specific points the author makes in a text.
<u>LACC.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LACC.2.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.2.RL.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
<u>LACC.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LACC.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LACC.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<u>LACC.2.RL.2.5:</u>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<u>LACC.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LACC.2.RL.3.7:</u>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting,

	or plot.
<u>LACC.2.RL.3.9:</u>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<u>LACC.2.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.2.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LACC.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LACC.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LACC.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LACC.2.W.1.1:</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LACC.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LACC.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

<u>LACC.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LACC.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>LACC.3.L.1.1g:</u>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<u>LACC.3.L.1.1h:</u>	Use coordinating and subordinating conjunctions.
<u>LACC.3.L.1.1i:</u>	Produce simple, compound, and complex sentences.
<u>LACC.3.L.1.2g:</u>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<u>LACC.3.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
<u>LACC.3.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<u>LACC.3.L.3.5:</u>	Demonstrate understanding of word relationships and nuances in word meanings.

	<ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<p><u>LACC.3.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<p><u>LACC.3.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
<p><u>LACC.3.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><u>LACC.3.RI.1.1:</u></p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p><u>LACC.3.RI.1.2:</u></p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p><u>LACC.3.RI.1.3:</u></p>	<p>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.</p>

<u>LACC.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LACC.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LACC.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LACC.3.RI.3.7:</u>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<u>LACC.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LACC.3.RI.3.9:</u>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<u>LACC.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LACC.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LACC.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>LACC.3.RL.2.5:</u>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<u>LACC.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.

<u>LACC.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LACC.3.RL.3.9:</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>LACC.3.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LACC.4.L.1.1g:</u>	Correctly use frequently confused words (e.g., to, too, two; there, their).
<u>LACC.4.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<u>LACC.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

<u>LACC.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LACC.3.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<u>LACC.3.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<u>LACC.3.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<u>LACC.3.W.1.3:</u>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and

	<p>feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<u>LACC.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LACC.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LACC.4.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<u>LACC.4.L.3.5:</u>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<u>LACC.4.L.3.6:</u>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,

	stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
<u>LACC.4.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>
<u>LACC.4.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<u>LACC.4.RI.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LACC.4.RI.1.3:</u>	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.
<u>LACC.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LACC.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<u>LACC.4.RI.2.6:</u>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>LACC.4.RI.3.7:</u>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information

	contributes to an understanding of the text in which it appears.
<u>LACC.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LACC.4.RI.3.9:</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LACC.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LACC.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LACC.4.RL.1.3:</u>	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).
<u>LACC.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LACC.4.RL.2.5:</u>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<u>LACC.4.RL.2.6:</u>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>LACC.4.RL.3.7:</u>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<u>LACC.4.RL.3.9:</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>LACC.4.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p><u>LACC.4.SL.1.1:</u></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<p><u>LACC.4.SL.1.2:</u></p>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><u>LACC.4.SL.1.3:</u></p>	<p>Identify the reasons and evidence a speaker provides to support particular points.</p>
<p><u>LACC.4.SL.2.4:</u></p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><u>LACC.4.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.

<p><u>LACC.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.5.L.3.6:</u></p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p><u>LACC.5.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<p><u>LACC.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the

	<p>sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<p><u>LACC.4.W.3.7:</u></p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p><u>LACC.4.W.3.8:</u></p>	<p>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.</p>
<p><u>LACC.4.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
<p><u>LACC.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</p>
<p><u>LACC.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and</p>

	<p>roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p><u>LACC.5.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p><u>LACC.5.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><u>LACC.5.RI.1.1:</u></p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p><u>LACC.5.RI.1.2:</u></p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p><u>LACC.5.RI.1.3:</u></p>	<p>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.</p>
<p><u>LACC.5.RI.2.4:</u></p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>

<u>LACC.5.RI.2.5:</u>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>LACC.5.RI.2.6:</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<u>LACC.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LACC.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LACC.5.RI.3.9:</u>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LACC.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LACC.5.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<u>LACC.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LACC.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LACC.5.RL.2.5:</u>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>LACC.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.
<u>LACC.5.RL.3.7:</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

<u>LACC.5.RL.3.9:</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<u>LACC.5.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LACC.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LACC.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LACC.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LACC.5.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the

	<p>opinion presented.</p>
<p><u>LACC.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LACC.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LACC.5.W.3.7:</u></p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

<p><u>LACC.5.W.3.8:</u></p>	<p>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.</p>
<p><u>LACC.5.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).



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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.



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Course: Art - Intermediate 3- 5001060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4739.aspx>

BASIC INFORMATION

Course Title:	Art - Intermediate 3
Course Number:	5001060
Course Abbreviated Title:	Art – INTERM 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade five* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to influence personal artistic decisions and create visual unity. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. An art-criticism process leads to a hypothesis about the meanings of creative products and utilitarian objects. Observation skills and prior knowledge are employed to reflect on and revise personal works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.
General Notes:	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>*Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper</p>

Course: Theatre - Grade 1- 5010210

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4658.aspx>

BASIC INFORMATION

Course Title:	Theatre - Grade 1
Course Number:	5010210
Course Abbreviated Title:	Theatre - Grade 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>First-grade students in theatre class explore their expanding world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children’s literature, while learning about structured storytelling in terms of plot, sequenced events, and a sense of beginning, middle, and end. First graders develop language skills together and extend their vocabulary significantly as they share opinions and aesthetic responses, discuss rudimentary character development and complete open-ended stories as a means of strengthening and celebrating their creativity and learning to solve challenges. As children continue to gain command over their intellectual and physical abilities and explore their senses and the five Ws (who, what, when, where, and why), they advance their literacy skills, particularly fluency, by reading and rehearsing their own lines and stories. Students use simple acting techniques to portray a person, place, action, or thing and pantomime becomes more detailed. During dramatic play, first graders also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.</p>

Course: Health - Grade 3- 5008050

Course Title:	Health - Grade 3
Course Number:	5008050
Course Abbreviated Title:	Health - GRADE 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries.</p> <p>The content should include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Core Concepts (health promotion , disease prevention, following rules, body parts) • Accessing Information (doctor, nurses, hospitals, clinics, basic first aid, germ prevention, emergency drills, community building, reliable resources) • Internal and External Influences (family, peers, teachers, other adults/professionals, media, internet, responsibility, personal space) • Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills) • Decision Making (positive or negative health enhancing influences, healthy options) • Goal Setting (short and long term health targets, personal health and safety) • Self Management (self enhancing responsible choices, abstaining from drugs, daily hygiene) • Advocacy (positive promotion, impacting family, peers, school, community, following rules and policies) <p>Instructional Practices</p>

	<p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (34)

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.3.B.3.1:</u>	Locate resources from home, school, and community that provide valid health information.
	Remarks/Examples
	Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
<u>HE.3.B.3.2:</u>	Describe criteria for selecting health information, resources, products, and services.
	Remarks/Examples
	Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
<u>HE.3.B.3.3:</u>	Describe how the media influences the selection of health information, products, and services.
	Remarks/Examples
	Infomercials, cereal boxes, billboards, medicine/over-the-counter

	<p>medicine ads, and the Centers for Disease Control and Prevention.</p>
<u>HE.3.B.4.1:</u>	<p>Identify effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples</p> <p>Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.</p>
<u>HE.3.B.4.2:</u>	<p>Demonstrate refusal skills that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Making clear statements, expressing feelings, asking for help, and learning how to say "no."</p>
<u>HE.3.B.4.3:</u>	<p>Demonstrate nonviolent strategies to manage or resolve conflict.</p> <p>Remarks/Examples</p> <p>Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
<u>HE.3.B.4.4:</u>	<p>Explain ways to ask for assistance to enhance personal health.</p> <p>Remarks/Examples</p> <p>Group discussions, ask orally, and ask in writing.</p>
<u>HE.3.B.5.1:</u>	<p>Recognize circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Media health messages, practices of family and peers, and knowledge of topic.</p>
<u>HE.3.B.5.2:</u>	<p>List healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.</p>
<u>HE.3.B.5.3:</u>	<p>Discuss the potential short-term personal impact of each option when making a health-related decision.</p> <p>Remarks/Examples</p>

	Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.
<u>HE.3.B.5.4:</u>	Find a healthy option when making a decision for yourself. Remarks/Examples Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.
<u>HE.3.B.5.5:</u>	Explain when assistance is needed when making a health-related decision. Remarks/Examples Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.
<u>HE.3.B.6.1:</u>	Select a personal health goal and track progress toward achievement. Remarks/Examples Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills.
<u>HE.3.B.6.2:</u>	Examine resources that could assist in achieving a small group personal health goal. Remarks/Examples Family, school personnel, community resources: police, fire rescue, and EMS.
<u>HE.3.C.1.1:</u>	Describe healthy behaviors that affect personal health. Remarks/Examples Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products.
<u>HE.3.C.1.3:</u>	Describe ways a safe, healthy classroom can promote personal health. Remarks/Examples

	Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.
<u>HE.3.C.1.4:</u>	Recognize common childhood health conditions. Remarks/Examples Asthma, diabetes, food allergies, dental cavities, and colds.
<u>HE.3.C.1.5:</u>	Recognize that body parts and organs work together to form human body systems. Remarks/Examples Circulatory system, digestive system, nervous system, reproductive system, and other body systems.
<u>HE.3.C.1.6:</u>	Describe why it is important to seek health care. Remarks/Examples Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.
<u>HE.3.C.2.1:</u>	Explore how family and friend's traditions and customs may influence health behaviors. Remarks/Examples Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.
<u>HE.3.C.2.3:</u>	Explore how the traditions and customs of the school and community influence health behavior of children. Remarks/Examples Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens.
<u>HE.3.C.2.4:</u>	Identify classroom and school rules that promote health and disease prevention. Remarks/Examples Following rules for walking in hallways, keeping areas clean, listening

	listening to crossing guard, and bike safety.
<u>HE.3.C.2.5:</u>	Discuss the positive and negative impacts media may have on health. Remarks/Examples Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.
<u>HE.3.C.2.6:</u>	Discuss the positive and negative impacts technology may have on health. Remarks/Examples Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
<u>HE.3.P.7.1:</u>	Practice responsible personal health behaviors. Remarks/Examples Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.
<u>HE.3.P.7.2:</u>	Investigate a variety of behaviors that avoid or reduce health risks. Remarks/Examples Daily oral hygiene, medical check-ups, immunizations, and daily physical activity.
<u>HE.3.P.8.1:</u>	Promote positive behaviors to others. Remarks/Examples Selecting healthy foods, following playground rules, and sharing items respectfully.
<u>LACC.3.RF.4.4:</u>	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy,

	<p>appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<u>LACC.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LACC.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LACC.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LACC.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LACC.3.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<u>MACC.3.MD.2.3:</u>	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many

more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*



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Course: Health - Grade 5- 5008070

Course Title:	Health - Grade 5
Course Number:	5008070
Course Abbreviated Title:	Health - GRADE 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems.</p> <p>The content should include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Accessing Information (family health, following rules, friends trusted adults in school and community) • Internal and External Influences (warning labels and community helpers) • Interpersonal Communication (conflict resolution, verbal and non-verbal, reporting, active listening and refusal skills) • Decision Making (positive/negative healthy options and decisions) • Goal Setting (short and long term health targets, personal health and small groups) • Self Management (personal health choices) • Advocacy (positive promotion and modeling healthy choices) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p>

	<ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
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STANDARDS (35)

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.5.B.3.1:</u>	Discuss characteristics of valid health information, products, and services.
	Remarks/Examples
	Reliable source, current information, and medically accurate information.
<u>HE.5.B.3.2:</u>	Evaluate criteria for selecting health resources, products, and services.
	Remarks/Examples
	Function, directions for use, competence of the provider, and costs.
<u>HE.5.B.3.3:</u>	Compile resources from home, school, and community, technologies that provide valid health information.
	Remarks/Examples
	Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals.

<p><u>HE.5.B.4.1:</u></p>	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples</p> <p>Written or verbal communication, body language, and conflict-resolution skills.</p>
<p><u>HE.5.B.4.2:</u></p>	<p>Discuss refusal skills and negotiation skills that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>States desires clearly, offer alternative, use “I” messages, and role play.</p>
<p><u>HE.5.B.4.3:</u></p>	<p>Illustrate effective conflict resolution strategies.</p> <p>Remarks/Examples</p> <p>Expressing emotions, listening, and using body language.</p>
<p><u>HE.5.B.4.4:</u></p>	<p>Determine ways to ask for assistance to enhance the health of self and others.</p> <p>Remarks/Examples</p> <p>Verbalize, write, and draw.</p>
<p><u>HE.5.B.5.1:</u></p>	<p>Describe circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Peer pressure, bullying, substance abuse, and stress.</p>
<p><u>HE.5.B.5.2:</u></p>	<p>Summarize healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.</p>
<p><u>HE.5.B.5.3:</u></p>	<p>Compare the potential short-term impact of each option on self and others when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Bullying intervention, practicing positive character traits, and substance abuse.</p>

<p><u>HE.5.B.5.4:</u></p>	<p>Select a healthy option when making decisions for yourself and/or others.</p> <p>Remarks/Examples</p> <p>Report bullying, resolve conflicts, and use safety equipment.</p>
<p><u>HE.5.B.5.5:</u></p>	<p>Analyze when assistance is needed when making a health-related decision.</p> <p>Remarks/Examples</p> <p>Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.</p>
<p><u>HE.5.B.6.1:</u></p>	<p>Specify a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples</p> <p>Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control.</p>
<p><u>HE.5.B.6.2:</u></p>	<p>Select reliable resources that would assist in achieving a small group personal health goal.</p> <p>Remarks/Examples</p> <p>Reliable members from family, school, community, and media.</p>
<p><u>HE.5.C.1.3:</u></p>	<p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p>Remarks/Examples</p> <p>Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
<p><u>HE.5.C.1.4:</u></p>	<p>Compare ways to prevent common childhood injuries and health problems.</p> <p>Remarks/Examples</p> <p>Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p>
<p><u>HE.5.C.1.5:</u></p>	<p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p>

	<p>Remarks/Examples</p> <p>Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.</p>
<u>HE.5.C.1.6:</u>	<p>Recognize how appropriate health care can promote personal health.</p> <p>Remarks/Examples</p> <p>Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>
<u>HE.5.C.2.1:</u>	<p>Predict how families may influence various health practices of children.</p> <p>Remarks/Examples</p> <p>Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.</p>
<u>HE.5.C.2.2:</u>	<p>Predict how friends/peers may influence various health practices of children.</p> <p>Remarks/Examples</p> <p>Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.</p>
<u>HE.5.C.2.3:</u>	<p>Predict how the school and community influence various health practices of children.</p> <p>Remarks/Examples</p> <p>After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.</p>
<u>HE.5.C.2.4:</u>	<p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p>Remarks/Examples</p> <p>Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p>
<u>HE.5.C.2.5:</u>	<p>Determine how media influences family health behaviors and the</p>

	<p>selection of health information, products, and services.</p> <p>Remarks/Examples</p> <p>Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
<u>HE.5.C.2.6:</u>	<p>Describe ways that technology can influence family health behaviors.</p> <p>Remarks/Examples</p> <p>Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.</p>
<u>HE.5.C.2.7:</u>	<p>Discuss how various cultures can influence personal health beliefs.</p> <p>Remarks/Examples</p> <p>Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.</p>
<u>HE.5.C.2.8:</u>	<p>Investigate influences that change health beliefs and behaviors.</p> <p>Remarks/Examples</p> <p>Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.</p>
<u>HE.5.P.7.1:</u>	<p>Model responsible personal health behaviors.</p> <p>Remarks/Examples</p> <p>Respect others, limit television time, choose healthy foods, and pick up litter.</p>
<u>HE.5.P.7.2:</u>	<p>Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p>Remarks/Examples</p> <p>Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations.</p>
<u>HE.5.P.8.1:</u>	<p>Persuade others to make positive health choices.</p> <p>Remarks/Examples</p> <p>Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.</p>

<u>LACC.5.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.5.RI.3.7:</u>	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
<u>LACC.5.RI.3.8:</u>	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
<u>LACC.5.RL.2.6:</u>	<p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p>
<u>LACC.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LACC.5.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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| | <ul style="list-style-type: none">b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Provide a concluding statement or section related to the information or explanation presented. |
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Course: Health - Grade 2- 5008040

Course Title:	Health - Grade 2
Course Number:	5008040
Course Abbreviated Title:	Health - GRADE 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Core Concepts (health promotion, emotions, following rules, body parts and environmental health) • Accessing Information (doctor, nurses, hospitals, clinics, basic first aid, home safety, emergency drills, and reliable resources) • Internal and External Influences (trusted adults and warning labels) • Interpersonal Communication (sharing, conflict resolution, verbal and non-verbal, following rules and refusal skills) • Decision Making (positive or negative health enhancing influences, healthy options) • Goal Setting (personal health and safety) • Self Management (safety and precautions) • Advocacy (encouraging sharing and following rules) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability</p>

	<p>to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (24)

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year’s grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.2.B.3.1:</u>	Understand the meaning of warning labels and signs on hazardous products.
	Remarks/Examples
	Hazardous-waste sign and medication labels.
<u>HE.2.B.3.2:</u>	Select trusted adults and professionals who can help promote health.
	Remarks/Examples
	Family members, educators, and environmentalists.
<u>HE.2.B.4.1:</u>	Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.
	Remarks/Examples
	Sharing feelings, following rules and directions, and waiting your turn to speak.
<u>HE.2.B.4.3:</u>	Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

	<p>Remarks/Examples</p> <p>Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”</p>
<u>HE.2.B.5.1:</u>	<p>Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p>Remarks/Examples</p> <p>When you think your friend is in trouble and food choices.</p>
<u>HE.2.B.5.2:</u>	<p>Name healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Safety equipment, peer cooperation, and communication.</p>
<u>HE.2.B.5.3:</u>	<p>Compare the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>Remarks/Examples</p> <p>Negative emotions, accidents, injuries, and pollution.</p>
<u>HE.2.B.6.1:</u>	<p>Establish a short-term personal health goal as a class and take action toward achieving the goal.</p> <p>Remarks/Examples</p> <p>Playground safety and tobacco awareness.</p>
<u>HE.2.B.7.1:</u>	<p>Demonstrate health behaviors to maintain or improve personal health.</p> <p>Remarks/Examples</p> <p>Physical activity, kindness to others, weather safety, and universal precautions.</p>
<u>HE.2.C.1.1:</u>	<p>Identify that healthy behaviors affect personal health.</p> <p>Remarks/Examples</p> <p>Identifying your emotions and your level of wellness.</p>
<u>HE.2.C.1.2:</u>	<p>Recognize the physical, mental/emotional and social dimensions of health.</p> <p>Remarks/Examples</p> <p>Getting along with others, respecting appropriate personal space,</p>

	understanding anxiety, and feeling safe.
<u>HE.2.C.1.3:</u>	Describe ways a safe, healthy home environment can promote personal health. Remarks/Examples Secured poisonous products, fire- safety practices, and posted emergency numbers.
<u>HE.2.C.1.4:</u>	Describe ways to prevent childhood injuries in the home, school, and community settings. Remarks/Examples Recognizing abusive behaviors, following bus/playground rules, and never playing with matches.
<u>HE.2.C.1.5:</u>	Recognize the locations and functions of major human organs. Remarks/Examples The functions of the heart, lungs, and muscles.
<u>HE.2.C.1.6:</u>	Determine when it is important to seek health care. Remarks/Examples High fever, toothache, or persistent cough.
<u>HE.2.C.2.1:</u>	Describe how family rules and practices influence health behaviors. Remarks/Examples Consistent/inconsistent home safety rules and modeling of food-sanitation practices at home.
<u>HE.2.C.2.2:</u>	Describe how friends' health practices influence health behaviors of others. Remarks/Examples Telling the truth, treating others with respect, and being tobacco-free.
<u>HE.2.C.2.3:</u>	Describe how the school and community influence health behaviors of children. Remarks/Examples Health and safety fairs, school and community gardens, and

	recycling.
<u>HE.2.C.2.4:</u>	<p>Explain the ways that rules make the classroom, school, and community safer.</p> <p>Remarks/Examples</p> <p>Walking not running, waiting your turn, and following traffic laws.</p>
<u>HE.2.P.8.1:</u>	<p>Support peers when making positive health choices.</p> <p>Remarks/Examples</p> <p>Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns.</p>
<u>LACC.2.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.2.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LACC.2.SL.1.2:</u>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<u>LACC.2.W.3.8:</u>	<p>Recall information from experiences or gather information from provided sources to answer a question.</p>



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Course: Health - Grade 4- 5008060

Course Title:	Health - Grade 4
Course Number:	5008060
Course Abbreviated Title:	Health - GRADE 4
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health.</p> <p>The content should include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Core Concepts (mental/emotional, physical, and social health promotion , disease and injury prevention) • Accessing Information (cultural influences, medical resources, emergency drills, school and community health) • Internal and External Influences (available resources, products and services) • Interpersonal Communication (conflict resolution, verbal and non-verbal, active listening and refusal skills) • Decision Making (positive/negative healthy options and decisions) • Goal Setting (short and long term health targets, personal health and small groups) • Self Management (self enhancing responsible choices and healthy practices) • Advocacy (positive promotion and modeling healthy choices) <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to</p>

	<p>comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). <p>Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.</p>
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STANDARDS (32)

The following standards focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.4.B.3.1:</u>	Describe characteristics of valid health information, products, and services.
	Remarks/Examples
	Professional certification, components of proper labeling, complete directions for use, source, and date.
<u>HE.4.B.3.2:</u>	Construct criteria for selecting health resources, products, services, and reputable technologies.
	Remarks/Examples
	Asking if health resources are safe, affordable, and available.
<u>HE.4.B.3.3:</u>	Examine resources from home, school and community that provide valid health information.
	Remarks/Examples

	Internet; reputable websites, media; television, radio, brochures, books; professional interview;, and hospitals.
<u>HE.4.B.4.1:</u>	<p>Explain effective verbal and nonverbal communication skills to enhance health.</p> <p>Remarks/Examples</p> <p>Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.</p>
<u>HE.4.B.4.2:</u>	<p>Identify refusal skills and negotiation skills that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Expressing feelings, offering alternatives, and reporting danger.</p>
<u>HE.4.B.4.3:</u>	<p>Discuss nonviolent strategies to manage or resolve conflict.</p> <p>Remarks/Examples</p> <p>Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.</p>
<u>HE.4.B.4.4:</u>	<p>Demonstrate ways to ask for assistance to enhance personal health.</p> <p>Remarks/Examples</p> <p>Verbalize, write, text, email, and draw.</p>
<u>HE.4.B.5.1:</u>	<p>Identify circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Lack of knowledge, lack of support, and cultural norms.</p>
<u>HE.4.B.5.2:</u>	<p>Itemize healthy options to health-related issues or problems.</p> <p>Remarks/Examples</p> <p>Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.</p>
<u>HE.4.B.5.3:</u>	<p>Predict the potential short-term impact of each option on self and others when making a health-related decision.</p> <p>Remarks/Examples</p>

	<p>First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.</p>
<u>HE.4.B.5.4:</u>	<p>Choose a healthy option when making decisions for yourself and/or others.</p> <p>Remarks/Examples</p> <p>Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene.</p>
<u>HE.4.B.5.5:</u>	<p>Examine when assistance is needed to make a health-related decision.</p> <p>Remarks/Examples</p> <p>Administration of first aid, participation in physical activity, and conflict mediation.</p>
<u>HE.4.B.6.1:</u>	<p>Create a personal health goal and track progress toward achievement.</p> <p>Remarks/Examples</p> <p>Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices.</p>
<u>HE.4.B.6.2:</u>	<p>Categorize resources that could assist in achieving a small group personal health goal.</p> <p>Remarks/Examples</p> <p>Family, school personnel, community service providers, and nutrition resource guide.</p>
<u>HE.4.C.1.1:</u>	<p>Identify the relationship between healthy behaviors and personal health.</p> <p>Remarks/Examples</p> <p>Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all-terrain vehicles for injury prevention, and washing hands for disease prevention.</p>
<u>HE.4.C.1.2:</u>	<p>Identify examples of mental/emotional, physical, and social health.</p> <p>Remarks/Examples</p>

	Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.
<u>HE.4.C.1.3:</u>	Describe ways a safe, healthy school environment can promote personal health. Remarks/Examples Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.
<u>HE.4.C.1.4:</u>	Describe ways to prevent common childhood injuries and health problems. Remarks/Examples Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.
<u>HE.4.C.1.5:</u>	Identify the human body parts and organs that work together to form healthy body systems. Remarks/Examples Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.
<u>HE.4.C.1.6:</u>	Distinguish differences among various healthcare providers, products, and services. Remarks/Examples Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.
<u>HE.4.C.2.1:</u>	Explain the importance of family on health practices and behaviors. Remarks/Examples Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.
<u>HE.4.C.2.2:</u>	Explain the important role that friends/peers may play in health practices and behaviors. Remarks/Examples

	<p>Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.</p>
<u>HE.4.C.2.3:</u>	<p>Explain the important roles that school and community play in health practices and behaviors. Remarks/Examples</p> <p>Disaster preparedness, school breakfast programs, youth organizations, and recycling.</p>
<u>HE.4.C.2.4:</u>	<p>Recognize types of school rules and community laws that promote health and disease prevention. Remarks/Examples</p> <p>Helmet law, clean indoor-air laws, and speed limits.</p>
<u>HE.4.C.2.5:</u>	<p>Explain how media influences personal thoughts, feelings, and health behaviors. Remarks/Examples</p> <p>Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
<u>HE.4.C.2.6:</u>	<p>Explain how technology influences personal thoughts, feelings, and health behaviors. Remarks/Examples</p> <p>Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
<u>HE.4.P.7.2:</u>	<p>Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. Remarks/Examples</p> <p>Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.</p>
<u>HE.4.P.8.1:</u>	<p>Assist others to make positive health choices. Remarks/Examples</p> <p>Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult.</p>

<u>LACC.4.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LACC.4.RI.1.1:</u>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<u>LACC.4.SL.2.4:</u>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<u>LACC.4.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.



General Notes:	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>
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STANDARDS (30)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- LACC.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

<u>DA.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u>	
<u>DA.1.S.1.2 :</u>	<p>Explore how body parts move by using imitation and imagery. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., elbow circles: turn a crank; flex/point: gas peddle</p>
<u>HE.1.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u>	

HE.1.B.5.3 :

Explain the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Tooth decay and environmental damage.

LACC.1.RI.2 Craft and Structure

LACC.1.RI.2.4 :

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.1.RL.1 Key Ideas and Details

LACC.1.RL.1.2 :

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1.SL.1 Comprehension and Collaboration

LACC.1.SL.1.2 :

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1.SL.1.3 :

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

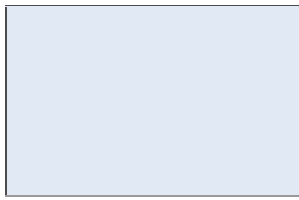
Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1.W.1 Text Types and Purposes

LACC.1.W.1.3 :

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened,



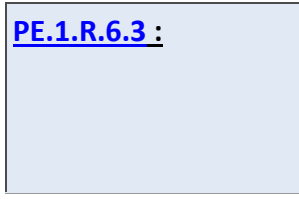
use temporal words to signal event order, and provide some sense of closure.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Text Types and Purposes](#)

PE.1.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



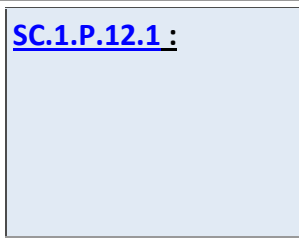
PE.1.R.6.3 :

Benefits of Physical Activity: Identify the benefits of learning new movement skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

SC.1.P.12 Motion of Objects



SC.1.P.12.1 :

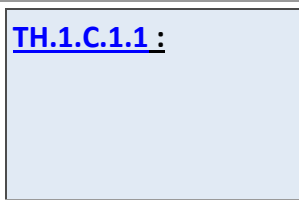
Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 02/08

Belongs to: [Motion of Objects](#)

TH.1.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

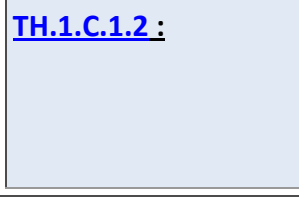


TH.1.C.1.1 :

Create a story and act it out, using a picture of people, animals, or objects as the inspiration.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



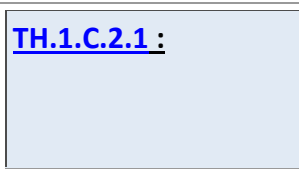
TH.1.C.1.2 :

Draw a picture from a favorite story and share with the class why the scene was important to the story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

TH.1.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.



TH.1.C.2.1 :

Discuss what worked well and what didn't work well after acting out a story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking,](#)

Course: Health - Grade Kindergarten- 5008020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4694.aspx>

BASIC INFORMATION

Course Title:	Health - Grade Kindergarten
Course Number:	5008020
Course Abbreviated Title:	Health-K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Health Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• Core Concepts (health promotion, eating habits, following rules, body parts and hygiene)• Accessing Information (friends, doctor, nurses, hospitals, clinics, basic first aid, rules, emergency drills, and reliable resources)• Internal and External Influences (trusted adults and warning labels)• Interpersonal Communication (verbal and non-verbal, following rules, trusted adults and refusal skills)• Decision Making (positive or negative health enhancing influences, healthy options and safety practices)• Self Management (safety and precautions)• Advocacy (personal hygiene and following rules) <p>Instructional Practices</p>

	<p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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STANDARDS (27)

The following standards and benchmarks focus on yearly instruction to ensure that students gain adequate exposure to health information and practices. Students advancing through the grades are expected to meet each year's grade specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<u>HE.K.B.3.1:</u>	Recognize warning labels and signs on hazardous products and places. Remarks/Examples
	Poison symbol, universal symbol for "no," and crosswalk signals.
<u>HE.K.B.3.2:</u>	Recognize school and community health helpers. Remarks/Examples
	Fire, police, medical, and school personnel.
<u>HE.K.B.4.1:</u>	Recognize healthy ways to express needs, wants, and feelings. Remarks/Examples
	How to share objects and time, how to be an effective family member, and how to use manners.

<u>HE.K.B.4.2:</u>	Demonstrate listening skills to enhance health. Remarks/Examples
	Using manners, asking questions, and looking at the speaker.
<u>HE.K.B.4.3:</u>	Identify the appropriate responses to unwanted and threatening situations. Remarks/Examples
	Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
<u>HE.K.B.5.1:</u>	Name situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples
	Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
<u>HE.K.B.5.2:</u>	Recognize healthy options to health-related issues or problems. Remarks/Examples
	Visit the doctor, obey safety rules, and practice emergency preparedness.
<u>HE.K.B.5.3:</u>	Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples
	Injury to self and/or others.
<u>HE.K.C.1.1:</u>	Recognize healthy behaviors. Remarks/Examples
	Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.
<u>HE.K.C.1.2:</u>	Recognize the physical dimensions of health. Remarks/Examples
	Hygiene, exercise, eating habits, and cooperation.

<u>HE.K.C.1.3:</u>	Recognize ways to prevent common communicable diseases. Remarks/Examples Washing hands, covering mouth to cough and sneeze, and flushing toilets.
<u>HE.K.C.1.4:</u>	Recognize ways to prevent childhood injuries in the home, school, and community settings. Remarks/Examples Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age- appropriate child restraints, and identifying poisons and other harmful substances.
<u>HE.K.C.1.5:</u>	Recognize there are body parts inside and outside of the body. Remarks/Examples Brain, muscles, and skin.
<u>HE.K.C.2.1:</u>	Name healthy behaviors that family members should practice. Remarks/Examples Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication.
<u>HE.K.C.2.2:</u>	Recognize the characteristics of a friend. Remarks/Examples Honest, caring, and wants to spend time with you.
<u>HE.K.C.2.3:</u>	Identify members of the school and community who support personal-health practices and behaviors. Remarks/Examples Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs.
<u>HE.K.C.2.4:</u>	Explain the importance of rules to maintain health. Remarks/Examples Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.

<p><u>HE.K.P.7.1:</u></p>	<p>Identify healthy practices and behaviors to maintain or improve personal health. Remarks/Examples</p> <p>Seek a safe environment, seek help, and practice universal precautions.</p>
<p><u>HE.K.P.8.1:</u></p>	<p>Help others to make positive health choices. Remarks/Examples</p> <p>Play outside and wash hands frequently.</p>
<p><u>LACC.K.RF.4.4:</u></p>	<p>Read emergent-reader texts with purpose and understanding.</p>
<p><u>LACC.K.RI.1.1:</u></p>	<p>With prompting and support, ask and answer questions about key details in a text.</p>
<p><u>LACC.K.RI.1.3:</u></p>	<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p><u>LACC.K.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<p><u>LACC.K.SL.1.3:</u></p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p><u>LACC.K.SL.2.6:</u></p>	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><u>LACC.K.W.1.2:</u></p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p><u>LACC.K.W.3.8:</u></p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>



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	problem-solving, and decision-making skills, is central to artistic growth.
<u>TH.1.C.2.2 :</u>	Identify elements of an effective performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.1.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>TH.1.C.3.1 :</u>	Share opinions about selected plays. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
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TH.1.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>TH.1.F.1.1 :</u>	Pretend to be an animal or person living in an imagined place. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Remarks/Examples e.g., farm, zoo, jungle, house, circus, city, moon
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TH.1.F.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.

<u>TH.1.F.3.1 :</u>	Describe and discuss how to work together as actors. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
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TH.1.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>TH.1.H.1.1 :</u>	Identify characters in stories from various cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
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<u>TH.1.H.1.2 :</u>	Describe how people respond to special events in the community. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
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	Remarks/Examples
	e.g., sporting event, graduation, surprise party, wedding

TH.1.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

<u>TH.1.H.2.1 :</u>	<p>Re-tell a story, demonstrating respect, from a culture other than one’s own.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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TH.1.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>TH.1.H.3.1 :</u>	<p>Identify similarities between plays and stories.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., characters, settings, costumes</p>
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TH.1.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>TH.1.O.1.1 :</u>	<p>Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
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TH.1.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>TH.1.O.2.1 :</u>	<p>Describe in words or by drawing a picture, the most exciting part in the story line of a play.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
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TH.1.O.3 Every art form uses its own unique language, verbal and non-verbal, to document

and communicate with the world.

TH.1.O.3.1 :

Compare a play to an animated movie that tells the same story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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

TH.1.S.1.1 :

Exhibit appropriate audience etiquette and response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.1.S.1.2 :

Demonstrate the differences between play-acting, pretending, and real life.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.1.S.1.3 :

Explain personal preferences related to a performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.1.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.1.S.2.1 :

Collaborate with others to present scenes from familiar stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

TH.1.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.1.S.3.1 :

Use simple acting techniques to portray a person, place, action, or thing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., pantomime, voice

<u>TH.1.S.3.2 :</u>	Describe characters and plot development discovered during dramatic play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>TH.1.S.3.3 :</u>	Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.



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Course: Theatre - Grade Kindergarten-5010200

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4651.aspx>

BASIC INFORMATION

Course Title:	Theatre - Grade Kindergarten
Course Number:	5010200
Course Abbreviated Title:	Theatre - Grade K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten students in theatre class explore their world through use of imagination and creative dramatics. In a very non-threatening setting, students role-play and re-tell stories based on class experiences with high-quality children’s literature, while learning the fundamentals of structured storytelling in terms of sequenced events and a sense of beginning, middle, and end. Kindergarten students develop language skills together and extend their vocabulary significantly as they explore characterization. As children begin to gain more command over their intellectual and physical abilities, they explore their senses, the five Ws (who, what, when, where, and why) and other concepts through pantomime, using physicalization as a means of expression, and learn to distinguish between “real” and “pretend.” During dramatic play, Kindergarteners also develop life skills that help them function in and as a group, such as listening while others speak, responding, taking turns, and problem-solving.
General Notes:	All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre

	<p>benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>
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STANDARDS (27)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- LACC.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

<p><u>DA.K.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</u></p>	
<p><u>DA.K.S.1.1 :</u></p>	<p>Discover movement through exploration, creativity, and imitation. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., use of space, tempo, level, direction</p>
<p><u>HE.K.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.</u></p>	

HE.K.B.5.3 :

Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Injury to self and/or others.

LACC.K.RL.1 Key Ideas and Details

LACC.K.RL.1.2 :

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

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.K.RL.4 Range of Reading and Level of Text Complexity

LACC.K.RL.4.10 :

Actively engage in group reading activities with purpose and understanding.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Range of Reading and Level of Text Complexity](#)

LACC.K.SL.1 Comprehension and Collaboration

LACC.K.SL.1.2 :

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.K.SL.1.3 :

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MU.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.K.C.1.4 :

Identify singing, speaking, and whispering voices.



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

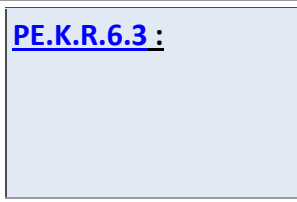
MU.K.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.



MU.K.C.2.1 :

Identify similarities and/or differences in a performance.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

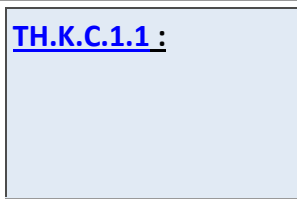
PE.K.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



PE.K.R.6.3 :

Benefits of Physical Activity: Identify the benefits of continuing to participate when not successful on the first try.
 Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
 Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

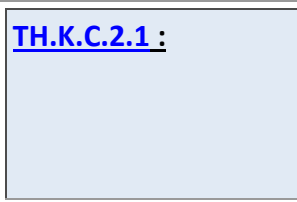
TH.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



TH.K.C.1.1 :

Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

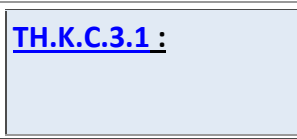
TH.K.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.



TH.K.C.2.1 :

Respond to a performance and share personal preferences about parts of the performance.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.K.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.



TH.K.C.3.1 :

Recognize that individuals may like different things about a selected story or play.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
<u>TH.K.C.3.2 :</u>	Share reactions to a live theatre performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. Remarks/Examples e.g., formal or informal in classroom

[TH.K.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

<u>TH.K.F.1.1 :</u>	Pretend to be an animal by imitating its movements and sounds. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Remarks/Examples e.g., walking, eating, hunting, growling, grunting, roaring
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[TH.K.F.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.](#)

<u>TH.K.F.3.1 :</u>	Exhibit age-appropriate dramatic play behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts. Remarks/Examples e.g., using imagination, leading and following, following directions
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[TH.K.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

<u>TH.K.H.2.1 :</u>	Identify how the elements of place and time can change a story. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
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[TH.K.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.K.H.3.1 :

Describe feelings related to watching a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., happy, sad, surprised, scared

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

TH.K.O.1.1 :

Share opinions about a story with classmates.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

TH.K.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

TH.K.O.2.1 :

Draw a picture of a favorite scene from a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., character, costume, set piece

TH.K.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.K.O.3.1 :

Compare a story that is read to one that is acted out.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.K.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.K.S.1.1 :

Demonstrate appropriate audience behavior at a live performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

	e.g., listen quietly, applaud
<u>TH.K.S.1.2 :</u>	Describe play-acting, pretending, and real life. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<u>TH.K.S.1.3 :</u>	Describe personal preferences related to a performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<u>TH.K.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u>	
<u>TH.K.S.2.1 :</u>	Pretend to be a character from a given story. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<u>TH.K.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u>	
<u>TH.K.S.3.1 :</u>	Use imagination to show a person at work, using the body and voice to communicate ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>TH.K.S.3.2 :</u>	Describe the concept of beginning, middle, and ending in stories using dramatic play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>TH.K.S.3.3 :</u>	Demonstrate use of the stage space using dramatic play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.



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Course: Theatre – Intermediate 3- 5010250

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4686.aspx>

BASIC INFORMATION

Course Title:	Theatre – Intermediate 3
Course Number:	5010250
Course Abbreviated Title:	Theatre – Interim 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fifth-grade* theatre students expand their previously acquired knowledge of theatre skills and concepts through imagination, creative dramatics, writing their own monologues and short scenes, and research with a focus on improving individual performance and acting choices. Students explore theme development, play analysis, and the playwrights' intent to guide acting choices, along with the craft of directing at a more advanced level. High-quality children's literature continues to provide a strong foundation for development of students' theatrical, literacy, and life skills as students investigate and complete practical assignments in technical theatre and theatre management for staged productions. The use of improvisation is accelerated, shaping and molding their ability to think quickly and fostering a higher sense of autonomy. Students use research and their acquired theatre knowledge to analyze and develop a character from a play or a story of their choosing to present a monologue as that character. Students learn more intricate detailed of dramatic structure through play analysis and character analysis. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st

	century.
General Notes:	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Elementary Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year. <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (44)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.
MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following Language Arts standards are required content:

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.

LACC.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.5.L.2.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

LACC.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[DA.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.5.O.3.1 :

Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[LACC.5.RF.4 Fluency](#)

LACC.5.RF.4.4b :

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

Belongs to: [Fluency](#)

[LACC.5.SL.1 Comprehension and Collaboration](#)

LACC.5.SL.1.2 :

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

	Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
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<u>LACC.5.SL.1.3 :</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
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MU.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>MU.5.F.2.2 :</u>	Explain why live performances are important to the career of the artist and the success of performance venues. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.
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TH.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>TH.5.C.1.1 :</u>	Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., bullying, name-calling, cheating
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<u>TH.5.C.1.2 :</u>	Create an original pantomime using instrumental music created or found to set the mood. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
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TH.5.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>TH.5.C.2.1 :</u>	Change and strengthen one's own performance based on coaching from a director. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
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TH.5.C.2.2 :

Write a self-critique of a performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.5.C.2.3 :

Defend an artistic choice for a theatrical work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.5.C.2.4 :

Identify correct vocabulary used in a formal theatre critique.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.5.C.3.1 :

Discuss alternate performance possibilities of the same character in the same play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

TH.5.C.3.2 :

Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

TH.5.C.3.3 :

Define the visual elements that must be conveyed dramatically to make a scene effective.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

TH.5.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.5.F.1.1 :

Create a character based on a literary figure and respond to questions, posed by the audience, using information inferred in the story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

TH.5.F.1.2 :

Create a new ending for a familiar story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
<u>TH.5.F.1.3 :</u>	<p>Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>

TH.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>TH.5.F.2.1 :</u>	<p>Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p> <p>Remarks/Examples</p> <p>e.g., area restaurants, printers, musicians, fabric stores, paint and hardware suppliers, parking attendants</p>
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TH.5.F.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.

<u>TH.5.F.3.1 :</u>	<p>Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., dedication, working toward mastery, punctuality, preparedness, dependability, self-discipline, problem-solving</p>
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TH.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

<u>TH.5.H.1.1 :</u>	<p>Research and describe the context in which a specified playwright wrote a particular dramatic work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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TH.5.H.1.2 :

Participate in a performance to explore and celebrate a variety of human experiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.5.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

TH.5.H.2.1 :

Recognize theatre works as a reflection of societal beliefs and values.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.5.H.2.2 :

Identify types of early American theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., melodrama, musical theatre

TH.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

TH.5.H.3.1 :

Identify symbolism in a play that is found in other art forms.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., red/anger or high energy, symmetry/order, asymmetry/energy or conflict

TH.5.H.3.2 :

Compare theatre to other modes of communication.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., film, television, concerts, literature, visual art

TH.5.H.3.3 :

Demonstrate how the use of movement and sound enhance the telling of a story.

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p><u>TH.5.H.3.4 :</u></p>	<p>Act out a character learned about in another content area. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., science, history, literature, physical education, health</p>
<p><u>TH.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>TH.5.O.1.1 :</u></p>	<p>Explain an actor’s choices in the creation of a character for a scene or play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>TH.5.O.1.2 :</u></p>	<p>Make a list of the types of props that might be found in a play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>TH.5.O.1.3 :</u></p>	<p>Evaluate how an actor or designer’s choices about a character affect the audience’s understanding of a play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>TH.5.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</u></p>	
<p><u>TH.5.O.2.1 :</u></p>	<p>Create a story board of the major events in a play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>
<p><u>TH.5.O.2.2 :</u></p>	<p>Make a list of types of props that might be found in a play. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p>

TH.5.O.2.3 :

Predict the ending of a play or performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.5.O.2.4 :

Collaborate with others to develop and refine original scripts, and justify writing choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.5.O.3.1 :

Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.5.O.3.2 :

Explore how theatre can communicate universal truths across the boundaries of culture and language.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.5.S.1.1 :

Describe the difference in responsibilities between being an audience member at live or recorded performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.5.S.1.2 :

Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.5.S.1.3 :

Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in](#)

[the processes of creating, interpreting, and responding to art.](#)

[TH.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

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

Collaborate with others to create productions and solve challenges.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[TH.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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

Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., breath control, diction, concentration, control of isolated body parts

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

Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., print and non-print sources

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

Use elements of dramatic and technical performance designed to produce an emotional response in an audience.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

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

Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



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Course: Theatre – Intermediate 2- 5010240

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4677.aspx>

BASIC INFORMATION

Course Title:	Theatre – Intermediate 2
Course Number:	5010240
Course Abbreviated Title:	Theatre – Interm 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>Fourth-grade* theatre students strengthen their knowledge of theatre skills and concepts through imagination, creative dramatics, and writing their own monologues and short scenes. Also new to theatre at this level are basic stage techniques, ensemble techniques, and the early development of directorial skills through the collaborative process. High-quality children’s literature continues to provide a strong foundation for development of students’ theatrical, literacy, and life skills as students are more formally introduced to production (e.g., lighting, sound, stage management, costuming) and management (e.g., box office, publicity, audience engineering) areas of the physical theater. Improvisational exercises are used to create a sense of harmony and teamwork in the classroom and use of detailed pantomime is accelerated. Students also begin to support characterization through research, rather than imagination alone. The basic elements of acting technique are strengthened through the use of theatre exercises, light scene work, and new theatre vocabulary. The students explore theatre connections to geography, history, and a variety of cultures, particularly as they study, explore, and re-enact historical scenes from Florida history. As students play, move, and create together, they continue to develop important skills</p>

	<p>such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.</p>
<p>General Notes:</p>	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Elementary Theatre 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Elementary Theatre 2 in the following year. <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (43)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

LACC.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[DA.4.F.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.](#)

[DA.4.F.3.1 :](#)

Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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

Express ideas through movements, steps, and gestures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[DA.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

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

Display attention, cooperation, and focus during class and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

[LACC.4.RF.4 Fluency](#)

[LACC.4.RF.4.4b :](#)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

	Cognitive Complexity: 0 Date Adopted or Revised: 0 Belongs to: Fluency
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[LACC.4.RL.1 Key Ideas and Details](#)

<u>LACC.4.RL.1.2 :</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
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<u>LACC.4.RL.1.3 :</u>	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). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
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[LACC.4.SL.1 Comprehension and Collaboration](#)

<u>LACC.4.SL.1.2 :</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
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<u>LACC.4.SL.1.3 :</u>	Identify the reasons and evidence a speaker provides to support particular points. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
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[PE.4.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

<u>PE.4.C.2.2 :</u>	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. Remarks/Examples An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking
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	activities.
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SS.4.A.9 Chronological Thinking

<u>SS.4.A.9.1 :</u>	Utilize timelines to sequence key events in Florida history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Chronological Thinking
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TH.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>TH.4.C.1.1 :</u>	Devise a story about an age-appropriate issue and explore different endings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., strangers, healthy eating habits, bullying
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<u>TH.4.C.1.2 :</u>	Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
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TH.4.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>TH.4.C.2.1 :</u>	Provide a verbal critique to help strengthen a peer’s performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
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<u>TH.4.C.2.2 :</u>	Reflect on the strengths and needs of one’s own performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
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<u>TH.4.C.2.3 :</u>	Describe the choices perceived in a peer’s performance or design. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
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TH.4.C.3 The processes of critiquing works of art lead to development of critical-thinking

skills transferable to other contexts.

TH.4.C.3.1 :

Identify the characteristics of an effective acting performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

e.g., Can I be seen? Can I be heard? Can I be understood?

TH.4.C.3.2 :

Create an original scene or monologue based on a historical event or person.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

TH.4.C.3.3 :

Define the elements of a selected scene that create an effective presentation of an event or person.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

TH.4.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.4.F.1.2 :

Create sound and lighting effects to suggest the mood of a story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

TH.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

TH.4.F.2.1 :

Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., concert, dance performance, gallery opening, sports event, public speaker

TH.4.F.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.

TH.4.F.3.1 :

Identify the leadership qualities of directors, actors, and/or technicians.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., punctuality, preparedness, dependability, self-discipline, problem-solving

TH.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.4.H.1.1 :

Re-create a famous character from Florida history.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.4.H.1.2 :

Define how a character might react to a new set of circumstances in a given story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.4.H.1.3 :

Identify playwrights whose lives or careers have a connection with Florida.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., Tennessee Williams, Nilo Cruz, Bruce Rodgers

TH.4.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

TH.4.H.2.1 :

Discover how the same idea or theme is treated in a variety of cultural and historic periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.4.H.2.2 :

Re-tell stories, fables, and/or tales from cultures that settled in

	<p>Florida.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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[TH.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>TH.4.H.3.1 :</u>	<p>Describe how individuals learn about themselves and others through theatre experiences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
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<u>TH.4.H.3.2 :</u>	<p>Compare a historical play with actual historical events.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
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<u>TH.4.H.3.3 :</u>	<p>Create an original story after listening to music or viewing a work of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
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[TH.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>TH.4.O.1.1 :</u>	<p>Describe what a designer and director do to support the actor in creating a performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
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<u>TH.4.O.1.2 :</u>	<p>Identify common audience conventions used when viewing a play.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <p>e.g., curtain open/close, blackout, lights dimming, blinking lights, bell ringing</p>
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[TH.4.O.2 The structural rules and conventions of an art form serve as both a foundation](#)

and departure point for creativity.

TH.4.O.2.1 :

Write a summary of dramatic events after reading or watching a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.4.O.2.2 :

Create a mask to show a comic or tragic character.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.4.O.3.1 :

Explain how theatre and its conventions are used to communicate ideas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.4.O.3.2 :

Explore how theatre is used to understand different cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

TH.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.4.S.1.1 :

Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.4.S.1.2 :

Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.4.S.1.3 :

Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

TH.4.S.2.1 :

Collaborate with others to share responsibilities for a production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

TH.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.4.S.3.1 :

Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., breath control, diction, concentration, control of isolated body parts

TH.4.S.3.2 :

Use information gained from research to shape acting choices in a simple, historically based scene.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., print and non-print sources

TH.4.S.3.3 :

Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

TH.4.S.3.4 :

Manipulate the relationships between scenery, properties,

lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



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Course: Theatre – Intermediate 1- 5010230

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BASIC INFORMATION

Course Title:	Theatre – Intermediate 1
Course Number:	5010230
Course Abbreviated Title:	Theatre – Interim 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Third-grade* theatre students strengthen their knowledge of such theatre skills and concepts as storytelling, plot, pantomime, and awareness of the audience-performer relationship through imagination and creative dramatics. High-quality children’s literature, including prose and poetry, continues to provide a strong foundation for development of their theatrical, literacy, and life skills as students begin to learn about history, culture, and the technical elements used to create theatre. Readers’ Theatre may be introduced at this level, contributing to students’ vocabulary acquisition and reading fluency, and both vocal and physical techniques are instituted as prerequisites for character analysis. Students add to their vocabulary through readings, group discussions, and development of simple scripts. As students play, move, and create together, they continue to develop important skills such as teamwork, acceptance, respect, critical thinking, and responsibility that will help students be successful in the 21st century.
General Notes:	All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully

integrated in support of arts instruction.

* Intermediate Theatre 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate elementary grades. Theatre teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Theatre previously should be enrolled in Intermediate Theatre 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Theatre for the first time may be enrolled, as a class, in Upper Elementary Theatre 1, and must then progress to Intermediate Theatre 2 in the following year.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (38)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following Language Arts standards are required content:

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.

LACC.3.SL.1.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[DA.3.F.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.](#)

[DA.3.F.3.1 :](#)

Be on time and prepared for classes, and work successfully in small- and large-group cooperative settings, following directions given by the teacher or peers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.3.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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

Create movement to express feelings, images, and stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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

Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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

Explore positive and negative space to increase kinesthetic awareness.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

[LACC.3.L.3 Vocabulary Acquisition and Use](#)

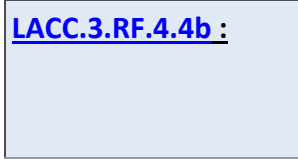
[LACC.3.L.3.5a :](#)

Distinguish the literal and nonliteral meanings of words and



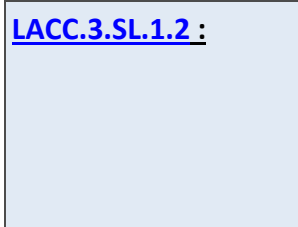
phrases in context (e.g., take steps).
 Cognitive Complexity: 0 | Date Adopted or Revised: 0
 Belongs to: [Vocabulary Acquisition and Use](#)

LACC.3.RF.4 Fluency

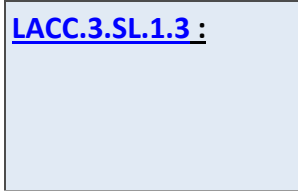


LACC.3.RF.4.4b : Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 Cognitive Complexity: 0 | Date Adopted or Revised: 0
 Belongs to: [Fluency](#)

LACC.3.SL.1 Comprehension and Collaboration

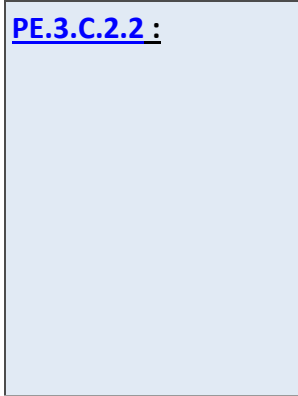


LACC.3.SL.1.2 : Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)



LACC.3.SL.1.3 : Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
 Belongs to: [Comprehension and Collaboration](#)

PE.3.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

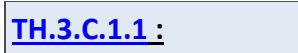


Safety, Rules and Procedures: Understand the importance of safety rules and procedures in all physical activities.
 Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
 Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of a safety procedure is wearing a helmet when riding a bicycle.

TH.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.



TH.3.C.1.1 : Create an imaginative costume piece or prop out of everyday

	<p>items found around the classroom or at home and use it as the basis to tell an original story.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>TH.3.C.1.2 :</u></p>	<p>Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>TH.3.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>TH.3.C.2.1 :</u></p>	<p>Revise a formal or informal performance after receiving a critique.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>TH.3.C.2.2 :</u></p>	<p>Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>TH.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>TH.3.C.3.1 :</u></p>	<p>Discuss the techniques that help create an effective theatre work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p>
<p><u>TH.3.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	
<p><u>TH.3.F.1.1 :</u></p>	<p>Create and/or collect appropriate props and costumes and use them to help tell a story.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<p><u>TH.3.F.1.2 :</u></p>	<p>Arrange classroom furniture to create an environment for a story.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>

TH.3.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

TH.3.F.2.1 :

Identify non-theatre professions that require the same skills as are used in theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

TH.3.F.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.

TH.3.F.3.1 :

Participate in a collaborative project to create a theatrical performance and reflect on the experience.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

TH.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.3.H.1.1 :

Understand how cultural differences are expressed through character, environment, and theme.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.3.H.1.2 :

Interview an adult and create a story from his or her life using any theatrical form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

Remarks/Examples

e.g., pantomime, monologue, duet, ensemble scene

TH.3.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

TH.3.H.2.1 :

Identify geographical or cultural origins of stories.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.3.H.2.2 :

Create and tell a story, fable, or tale.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[TH.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

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

Identify interpersonal skills that are learned through participation in a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., cooperation, listening, taking turns

[TH.3.H.3.2 :](#)

Discuss differences between stories that are presented in different modes or time periods.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., live play, a reading, film

[TH.3.H.3.3 :](#)

Plan and perform a simple performance based on a theme from another content area.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[TH.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

Describe how an actor creates a character.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., research, memorization, rehearsal process, warm-up, performance

[TH.3.O.1.2 :](#)

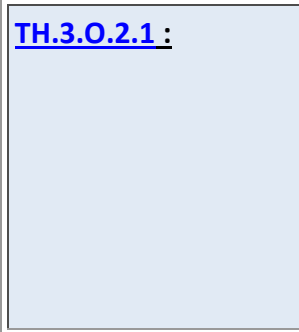
Discuss why costumes and makeup are used in a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10



Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

[TH.3.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)



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

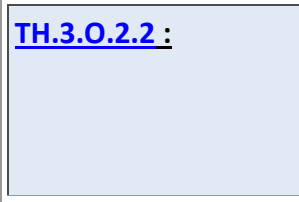
Describe what happened in a play, using age-appropriate theatre terminology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., plot, character



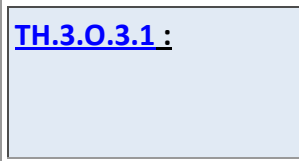
[TH.3.O.2.2 :](#)

Collaborate to create a collage to show the emotion(s) of a particular story or play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

[TH.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)



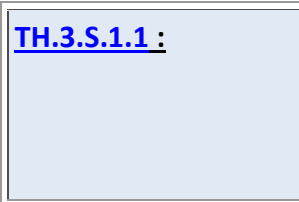
[TH.3.O.3.1 :](#)

Compare the characteristics of theatre to television and movies.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

[TH.3.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

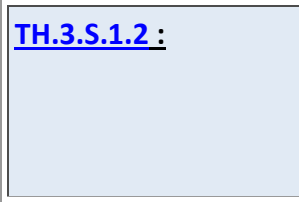


[TH.3.S.1.1 :](#)

Demonstrate effective audience etiquette and constructive criticism for a live performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



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

Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



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

Evaluate a performance, using correct theatre terms, and give

	<p>specific examples to support personal opinions. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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[TH.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

<u>TH.3.S.2.1 :</u>	<p>Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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[TH.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

<u>TH.3.S.3.1 :</u>	<p>Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., breath control, diction, concentration, control of isolated body parts</p>
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<u>TH.3.S.3.2 :</u>	<p>Use information gained from research to shape the creation of a character. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., print and non-print sources</p>
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<u>TH.3.S.3.3 :</u>	<p>Describe elements of dramatic performance that produce an emotional response in oneself or an audience. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
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<u>TH.3.S.3.4 :</u>	<p>Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal</p>
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play productions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



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Course: Theatre - Grade 2- 5010220

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4666.aspx>

BASIC INFORMATION

Course Title:	Theatre - Grade 2
Course Number:	5010220
Course Abbreviated Title:	Theatre - Grade 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Drama - Theatre Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>Second-grade theatre students explore their expanding world through use of imagination and creative dramatics. In a non-threatening setting, students gain confidence and proficiency as they role-play and re-tell stories based on an expanding body of high-quality children's literature from a variety of times and cultures, including fables. As they strengthen their knowledge of structured storytelling and plot, students learn to retain sequential information and transfer that ability to other settings and content areas. Students' life experiences inform and enrich their ability to explore characters and motivation, and the ability to discern nuance in dramatic play strengthens their ability to do so in print and oral language, as well. Second graders continue to increase their vocabulary through group discussions, writing original lines and simple scripts, and describing their own perceptions of stories and theatre. As students' cognitive and literacy skills advance, particularly in the areas of vocabulary acquisition and fluency, they portray a person, place, action, or thing with increasing detail and nuance and begin to differentiate theatre from other art forms. As students play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, critical</p>

	thinking, and responsibility that will help students be successful in the 21st century.
General Notes:	<p>All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- LACC.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

[DA.2.F.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.](#)

[DA.2.F.3.1 :](#)

Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.2.O.3.1 :

Use movement to interpret feelings, stories, pictures, and songs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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

DA.2.S.2.1 :

Demonstrate focus and concentration while listening to instructions and observing others' movement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

HE.2.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

HE.2.B.5.3 :

Compare the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

Remarks/Examples

Negative emotions, accidents, injuries, and pollution.

LACC.2.RL.2 Craft and Structure

LACC.2.RL.2.6 :

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.2.SL.1 Comprehension and Collaboration

LACC.2.SL.1.2 :

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.2.SL.1.2 :

Ask and answer questions about what a speaker says in order to

	<p>clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10</p> <p>Belongs to: Comprehension and Collaboration</p>
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LACC.2.W.1 Text Types and Purposes

<u>LACC.2.W.1.3 :</u>	<p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10</p> <p>Belongs to: Text Types and Purposes</p>
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PE.2.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<u>PE.2.C.2.2 :</u>	<p>Safety: Identify safety rules and procedures for selected physical activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
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PE.2.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<u>PE.2.R.6.2 :</u>	<p>Benefits of Physical Activity: Discuss the relationship between skill competence and enjoyment.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
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<u>PE.2.R.6.3 :</u>	<p>Benefits of Physical Activity: Identify ways to contribute as a member of a cooperative group.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 04/13</p> <p>Belongs to: Value physical activity for health, enjoyment, challenge, self-</p>
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expression and/or social interaction.

TH.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

TH.2.C.1.1 :

Describe a character in a story and tell why the character is important to the story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

TH.2.C.1.2 :

Respond to a play by drawing and/or writing about a favorite aspect of it.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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

TH.2.C.2.1 :

Discuss the purpose of a critique.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.2.C.2.2 :

Describe how an actor in a play, musical, or film creates a character.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.2.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

TH.2.C.3.1 :

Identify important characteristics to discuss when sharing opinions about theatre.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

TH.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.2.F.1.1 :

Create and sustain a character inspired by a class reading or activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[TH.2.F.2 Careers in and related to the arts significantly and positively impact local and global economies.](#)

TH.2.F.2.1 :

Identify the jobs people can have in a theater.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., actor, director, playwright, technician

[TH.2.F.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.](#)

TH.2.F.3.1 :

Identify what was successful about a collaborative theatre activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., take turns, share, be a good listener

[TH.2.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.2.H.1.2 :

Explain how to respond as an audience member in a different way, depending on the style of performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[TH.2.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

TH.2.H.2.1 :

Identify universal characters in stories from different cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

[TH.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.2.H.3.1 :

Create dialogue for characters from a story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

TH.2.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

TH.2.O.1.1 :

Compare the differences between reading a story and seeing it as a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

TH.2.O.1.2 :

Explain the difference between the stage, backstage, and audience areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

TH.2.O.2.1 :

Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

TH.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

TH.2.O.3.1 :

Identify theatrical elements and vocabulary found in everyday life.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

Remarks/Examples

e.g., listening, watching, costumes

TH.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.2.S.1.1 :

Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.2.S.1.2 :

Compare, explain, and exhibit the differences between play-acting, pretending, and real life.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.2.S.1.3 :

Explain, using specific examples, why some individuals may or may not like a particular performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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

TH.2.S.2.1 :

Collaborate with others to perform a scene and solve challenges.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

TH.2.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.2.S.3.1 :

Create imagined characters, relationships, and environments using basic acting skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., sensory recall, concentration, pantomime, vocal improvisation

TH.2.S.3.2 :

Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

TH.2.S.3.3 :

Create the stage space to communicate character and action in specific locales.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)



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Course: Art – Intermediate 2- 5001050

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4742.aspx>

BASIC INFORMATION

Course Title:	Art – Intermediate 2
Course Number:	5001050
Course Abbreviated Title:	Art – INTERM 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade four* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes to convey meaning and relevance. Materials are correctly, safely, and responsibly applied to achieve diverse effects and meet established criteria. Observation skills, prior knowledge, and art-criticism skills are employed to reflect on and revise works of art. During the creative process, students use accurate art vocabulary, terms, and procedures, as well as time-management and collaborative skills.
General Notes:	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series</p>

Course: Introduction to Computers- 5002000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3806.aspx>

BASIC INFORMATION

Course Title:	Introduction to Computers
Course Number:	5002000
Course Abbreviated Title:	INTROD TO CPTRS
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Computer Education SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop basic skills in computer fundamentals, keyboarding, computer applications, research tools, and educational applications.</p> <p>Within appropriate developmental guidelines the content of this course should enable students to:</p> <ul style="list-style-type: none">• Understand computer specific terminology• Demonstrate a basic knowledge of computer technology, function and application• Demonstrate keyboard proficiency• Use the computer to integrate all areas of the curriculum• Create original works using multimedia tools• Use computer programs and educational software to reinforce their learning• Undertake research and expand their critical thinking skills• Understand the importance of cyber safety and computer etiquette

STANDARDS (65)

[HE.K.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

[HE.K.B.4.3 :](#)

Identify the appropriate responses to unwanted and threatening situations.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

[HE.1.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

[HE.1.B.4.3 :](#)

Describe ways to respond when in an unwanted, threatening, or dangerous situation.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

[HE.1.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.1.B.5.3 :](#)

Explain the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.1.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.1.C.2.4 :](#)

Recognize health consequences for not following rules.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.2.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

HE.2.B.4.3 :

Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

HE.2.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

HE.2.B.5.3 :

Compare the consequences of not following rules/practices when making healthy and safe decisions.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

HE.2.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.2.C.2.4 :

Explain the ways that rules make the classroom, school, and community safer.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.3.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

HE.3.B.4.3 :

Demonstrate nonviolent strategies to manage or resolve conflict.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

HE.3.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.3.C.2.6 :

Discuss the positive and negative impacts technology may have on health.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.3.P.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

Course: Dance - Grade 1- 5003020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3928.aspx>

BASIC INFORMATION

Course Title:	Dance - Grade 1
Course Number:	5003020
Course Abbreviated Title:	DANCE - GRADE 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	First-grade students in dance class explore their expanding world as they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, songs, ideas, cultures, manipulatives, images, creative play, and technologies. Through structured and unstructured movement, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction facilitates their acquisition of knowledge and skills required to self-express, create with artistic intent, and infuse concepts from various academic content areas and cultural origins.
General Notes:	Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (36)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

[DA.1.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.1.C.1.1 :](#)

Identify and respond to the feelings expressed in movement pieces.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.1.C.1.2 :](#)

Repeat simple movements from verbal cueing.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)
 Remarks/Examples
 e.g., "right foot front," "arms to the side"

[DA.1.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[DA.1.C.2.1 :](#)

Make movement choices, using one or more given elements, to complete a short phrase.
 Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
 Belongs to: [Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)
 Remarks/Examples
 e.g., levels, tempos, directions, energy

[DA.1.C.3 The processes of critiquing works of art lead to development of critical-thinking](#)

skills transferable to other contexts.

DA.1.C.3.1 :

Share personal opinions on selected movement pieces, recognizing that individual opinions often vary.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

DA.1.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

DA.1.F.1.1 :

Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

Remarks/Examples

e.g., scarves, long ribbons, soft fabric squares and rectangles

DA.1.F.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.

DA.1.F.3.1 :

Follow directions given by the teacher or by peers in small groups.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

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

DA.1.H.1.1 :

Practice children's dances from around the world.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.1.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

DA.1.H.3.1 :

Perform movement that infuses music, language, and numbers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.1.O.1 Understanding the organizational structure of an art form provides a foundation

for appreciation of artistic works and respect for the creative process.

DA.1.O.1.1 :

Experiment with given elements to develop knowledge of their characteristics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., fast/slow, big/small, smooth/sharp, curved/straight

DA.1.O.1.2 :

Demonstrate awareness of expectations in class and at informal performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

DA.1.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

DA.1.O.2.1 :

Select and apply a change in tempo or level to transform the meaning, feeling, or look of a movement or phrase.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

DA.1.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.1.O.3.1 :

Create movement phrases to express a feeling, idea, or story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.1.O.3.2 :

Use accurate dance terminology to describe specified movements and shapes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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

DA.1.S.1.1 :

Discover movement through exploration, creativity, self-discovery,

	<p>and experimentation in dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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DA.1.S.1.2 :	<p>Explore how body parts move by using imitation and imagery.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., elbow circles: turn a crank; flex/point: gas peddle</p>
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[DA.1.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.1.S.2.1 :	<p>Listen attentively and follow directions when learning movement skills and sequences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., clapping, visual or verbal cue</p>
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DA.1.S.2.2 :	<p>Practice simple dance sequences with assistance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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DA.1.S.2.3 :	<p>Perform simple movements on both sides of the body.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p> <p>Remarks/Examples</p> <p>e.g., shake right hand, shake left hand</p>
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[DA.1.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.1.S.3.1 :	<p>Imitate basic body postures and maintain a pose in a held stance.</p>
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., curved, straight, bent, crooked</p>
<p><u>DA.1.S.3.2 :</u></p>	<p>Repeat simple body movements to strengthen and stretch the body.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., bend front and side, jump, hop</p>
<p><u>DA.1.S.3.3 :</u></p>	<p>Practice moving body parts in and through space to develop coordination.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., arms with legs, up/down, forward/backward, skipping with arm swings</p>
<p><u>DA.1.S.3.4 :</u></p>	<p>Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., verbalized rhythm transferred to the feet</p>
<p><u>DA.1.S.3.5 :</u></p>	<p>Explore, manipulate, and manage concepts of personal and general space by moving in different levels and directions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>HE.1.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</u></p>	

HE.1.C.1.1 :

Identify healthy behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.

LACC.1.RL.1 Key Ideas and Details

LACC.1.RL.1.2 :

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Key Ideas and Details](#)

LACC.1.SL.1 Comprehension and Collaboration

LACC.1.SL.1.2 :

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.1.SL.1.3 :

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

PE.1.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.1.C.2.1 :

Locomotor Skills: Identify the critical elements of locomotor skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples of critical elements of locomotor skills are step-

	hop for skipping and use of one foot for hopping.
<u>PE.1.C.2.2 :</u>	<p>Safety: Identify safety rules and procedures for teacher-selected physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: <u>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</u> Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
<u>PE.1.C.2.9 :</u>	<p>Warm up/Cool Down: Name examples of warm-up and cool-down exercises. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: <u>Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</u> Remarks/Examples</p> <p>An example of a warm-up exercise is an activity that gets your blood flowing. An example of a cool-down exercise is one that slows your heart rate.</p>
<u>PE.1.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</u>	
<u>PE.1.R.6.2 :</u>	<p>Benefits of Physical Activity: Identify feelings resulting from participation in physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: <u>Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</u></p>
<u>PE.1.R.6.3 :</u>	<p>Benefits of Physical Activity: Identify the benefits of learning new movement skills. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: <u>Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</u></p>
<u>SC.1.P.12 Motion of Objects</u>	

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 | Date

Adopted or Revised: 02/08

Belongs to: [Motion of Objects](#)

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

TH.1.O.1.1 :

Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

TH.1.S.1.1 :

Exhibit appropriate audience etiquette and response.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

TH.1.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.1.S.3.1 :

Use simple acting techniques to portray a person, place, action, or thing.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., pantomime, voice



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Course: Dance - Grade Kindergarten- 5003010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3927.aspx>

BASIC INFORMATION

Course Title:	Dance - Grade Kindergarten
Course Number:	5003010
Course Abbreviated Title:	DANCE - GRADE K
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten students in dance class explore their world through a variety of creative dance concepts, learning strategies, rhythms, stories, songs, manipulatives, images, and creative play to help them express control and imagination, advance motor skills, increase kinesthetic awareness and coordination, and develop social skills. Instruction facilitates their acquisition of knowledge and skills required to self-express, communicate, create with imagination and artistic intent, and infuse concepts from various academic content areas and cultural origins.
General Notes:	Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (30)

In addition to the listed benchmarks and standards, the following mathematical practices

are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

MACC.K.CC.1: Know number names and the count sequence.

LACC.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

[DA.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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

Associate and identify words of action or feeling with watching or performing simple dances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.K.C.1.2 :](#)

Perform creative movement in a specific order.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.K.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

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

Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

Remarks/Examples

e.g., turtle: slow; rabbit: fast

[DA.K.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[DA.K.C.3.1 :](#)

Express preferences from among a teacher-selected set of dances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., teacher-chosen dances presented live or on video, dancing games, simple dances students have already learned</p>
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[DA.K.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

<u>DA.K.F.1.1 :</u>	<p>Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>Remarks/Examples</p> <p>e.g., scarves, long ribbons, soft fabric squares and rectangles</p>
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[DA.K.F.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.](#)

<u>DA.K.F.3.1 :</u>	<p>Follow classroom instructions given by the teacher.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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[DA.K.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

<u>DA.K.H.1.1 :</u>	<p>Dance to music from a wide range of cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
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[DA.K.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>DA.K.O.1.1 :</u>	<p>Improvise a short phrase based on the elements of dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p>
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e.g., space: pathways, levels; time: speed

DA.K.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

DA.K.O.2.1 :

Improvise a short dance phrase with a clear beginning and ending.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., twist, bend, swing, bounce, freeze

DA.K.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.K.O.3.1 :

Use movement to express a feeling, idea, or story.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.K.O.3.2 :

Respond to a dance through movement and words.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.K.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.K.S.1.1 :

Discover movement through exploration, creativity, and imitation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., use of space, tempo, level, direction

DA.K.S.1.2 :

Discover new ways to move by using imitation and imagery.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., animals, swaying trees, falling snow

DA.K.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.K.S.2.1 :

Follow classroom directions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.K.S.2.2 :

Retain simple sequences and accurate dance terminology over time.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.K.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

DA.K.S.3.1 :

Refine gross- and fine-locomotor skills through repetition.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.K.S.3.2 :

Imitate simple exercises for strengthening and stretching the body.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.K.S.3.3 :

Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.K.S.3.4 :

Move to various musical and rhythmic accompaniments, responding to changes in tempo and dynamics.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

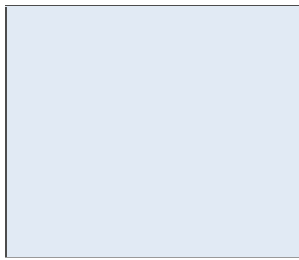
Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

HE.K.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.K.C.1.1 :

Recognize healthy behaviors.

Cognitive Complexity: N/A | Date Adopted or Revised: N/A

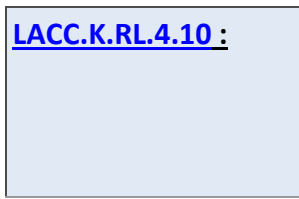


Belongs to: [Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Remarks/Examples

Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.

[LACC.K.RL.4 Range of Reading and Level of Text Complexity](#)



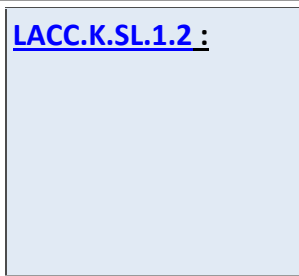
[LACC.K.RL.4.10 :](#)

Actively engage in group reading activities with purpose and understanding.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Range of Reading and Level of Text Complexity](#)

[LACC.K.SL.1 Comprehension and Collaboration](#)

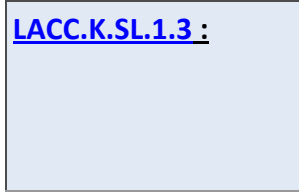


[LACC.K.SL.1.2 :](#)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)



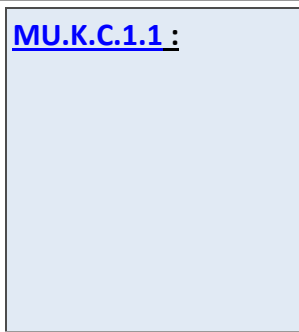
[LACC.K.SL.1.3 :](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[MU.K.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)



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

Respond to music from various sound sources to show awareness of steady beat.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., steady beat, pulse

[MU.K.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-](#)

solving, and decision-making skills, is central to artistic growth.

MU.K.C.2.1 :

Identify similarities and/or differences in a performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

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

MU.K.O.1.1 :

Respond to beat, rhythm, and melodic line through imitation.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., locomotor and non-locomotor movement, body levels

PE.K.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.K.C.2.1 :

Locomotor Skills: Recognize locomotor skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.

PE.K.C.2.2 :

Safety: Recognize physical activities have safety rules and procedures.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example would be to put equipment away when not in use in order to keep the physical activity area safe.

PE.K.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or

social interaction.

PE.K.R.6.2 :

Benefits of Physical Activity: Identify a benefit of willingly trying new movements and motor skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.K.R.6.3 :

Benefits of Physical Activity: Identify the benefits of continuing to participate when not successful on the first try.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)



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Course: Dance – Intermediate 3- 5003060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3940.aspx>

BASIC INFORMATION

Course Title:	Dance – Intermediate 3
Course Number:	5003060
Course Abbreviated Title:	Dance – INTERM 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fifth-grade* students learn to classify, create, and replicate extended dance phrases and original and established compositions requiring concentration, strength, agility, creative risk-taking, use of technology, and knowledge of cultural tradition in at least two dance forms to cultivate a personal definition of and appreciation for dance. They develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance in various cultures, and learn how to critique dance performance constructively and with respect based on established and student-created criteria.
General Notes:	* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in _____

	<p>Intermediate Dance 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>
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STANDARDS (53)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

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.

<u>DA.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</u>	
<u>DA.5.C.1.1 :</u>	<p>Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<u>DA.5.C.1.2 :</u>	<p>Learn and produce movement sequences, assisted by the teacher, with speed and accuracy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples</p>

	<p>e.g., observe, imitate, apply musical cues</p>
<p><u>DA.5.C.1.3 :</u></p>	<p>Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<p><u>DA.5.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</u></p>	
<p><u>DA.5.C.2.1 :</u></p>	<p>Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>DA.5.C.2.2 :</u></p>	<p>Demonstrate the ability to share objective, positive feedback and constructive criticism, and apply suggested changes with the guidance of others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<p><u>DA.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</u></p>	
<p><u>DA.5.C.3.1 :</u></p>	<p>Critique a dance piece using established criteria. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. Remarks/Examples e.g., provide positive feedback in a safe environment, use a rubric</p>
<p><u>DA.5.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</u></p>	
<p><u>DA.5.F.1.1 :</u></p>	<p>Evaluate the effectiveness of combining other works of art with specified works of dance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Remarks/Examples</p>

	e.g., music, literature, information media
<u>DA.5.F.1.2 :</u>	<p>Evaluate the impact of technology on a specified work of dance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking. Remarks/Examples e.g., video, projections</p>
<u>DA.5.F.1.3 :</u>	<p>Incorporate creative risk-taking when improvising or developing a dance phrase. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
<u>DA.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.</u>	
<u>DA.5.F.2.1 :</u>	<p>Identify dance and dance-related businesses in the community and describe their impact. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Careers in and related to the arts significantly and positively impact local and global economies. Remarks/Examples e.g., public service, cross-cultural connections, economic impact, enrichment</p>
<u>DA.5.F.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.</u>	
<u>DA.5.F.3.1 :</u>	<p>Show leadership by sharing ideas or by demonstrating or teaching skills to others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
<u>DA.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).</u>	
<u>DA.5.H.1.1 :</u>	<p>Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original</p>

	<p>context. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p>DA.5.H.1.2 :</p>	<p>Describe the dances, music, and authentic costumes from specified world cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
<p>DA.5.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>	
<p>DA.5.H.2.1 :</p>	<p>Describe historical developments and the continuing evolution of various dance forms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
<p>DA.5.H.2.2 :</p>	<p>Classify a dance performance or repertoire piece by origin, genre, or period. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p> <p>Remarks/Examples</p> <p>e.g., African, Asian, Indian, ballet, folk, modern, tap</p>
<p>DA.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>	
<p>DA.5.H.3.1 :</p>	<p>Create a dance, inspired by another art form, which shows one or more connections between the two disciplines. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., music, theatre, visual art</p>
<p>DA.5.H.3.2 :</p>	<p>Demonstrate how math and science concepts may be used in dance. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen</p>

	<p>learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., spacial relationships, groupings, symmetry, patterns, cycles, angles, reflections, rotations</p>
<p><u>DA.5.H.3.3 :</u></p>	<p>Describe how the self-discipline required in dance training can be applied to other areas of study.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p><u>DA.5.H.3.4 :</u></p>	<p>Perform a movement study based on a personal interpretation of a work of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p><u>DA.5.H.3.5 :</u></p>	<p>Identify the use of world languages in various dance genres.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
<p><u>DA.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</u></p>	
<p><u>DA.5.O.1.1 :</u></p>	<p>Analyze individual elements of a choreographic work to determine how they comprise the structure of a dance piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>DA.5.O.1.2 :</u></p>	<p>Review and apply the procedures and structures of class and performance to gain respect for their purposes and the traditions of the discipline.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<p><u>DA.5.O.1.3 :</u></p>	<p>Identify and explain the positions and movements within a given step or combination.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>

DA.5.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

DA.5.O.2.1 :

Make one or more revisions to a given dance phrase and explain how the meaning or feeling was altered.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

DA.5.O.2.2 :

Identify ways in which dance innovators contributed to new directions in the art form.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

DA.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.5.O.3.1 :

Practice movements, steps, pantomime, and gestures as a means of communicating ideas or intent without using words.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.5.O.3.2 :

Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.5.O.3.3 :

Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.5.S.1.1 :

Apply choreographic principles to create dance steps or sequences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.5.S.1.2 :

Demonstrate dynamic changes in response to one or more

	<p>sources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., music, drum beat, poetry</p>
<p><u>DA.5.S.1.3 :</u></p>	<p>Manipulate given elements of a phrase to produce variations and expand movement choices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>DA.5.S.1.4 :</u></p>	<p>Use kinesthetic awareness to respond to shared movement with one or more dancers.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., counter-balance, mirroring, unison</p>
<p><u>DA.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>DA.5.S.2.1 :</u></p>	<p>Demonstrate the ability to focus and maintain presence during dance classes and performances.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.5.S.2.2 :</u></p>	<p>Practice purposefully, over time, to improve technique and performance in a choreographed piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.5.S.2.3 :</u></p>	<p>Follow and repeat movement on the opposite side of the body or in reverse order.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

DA.5.S.2.4 :

Adapt and apply ensemble corrections to personal work.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

DA.5.S.3.1 :

Demonstrate basic posture, engage abdominal muscles, lengthen the spine, and show awareness of shoulder-to-hip line.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.5.S.3.2 :

Increase strength, flexibility, and range of motion in the joints based on an awareness of safe practices and knowledge of basic anatomy and physiology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.5.S.3.3 :

Practice shifting weight from one leg to another using space and various levels and shapes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.5.S.3.4 :

Perform a phrase that uses complex changes in rhythms and meters.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., 2/4 to 3/4, 3/4 to 6/8

DA.5.S.3.5 :

Apply understanding of support, weight placement, and center of gravity to attain balance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

DA.5.S.3.6 :

Change the expression or intention of a given dance sequence by applying two contrasting dynamic elements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and](#)

	refine simple, then complex, skills and techniques.
<u>DA.5.S.3.7 :</u>	Dissect dance sequences to understand how movement is initiated, articulated, and practiced, and to develop agility and coordination. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>DA.5.S.3.8 :</u>	Explore the use of sagittal, vertical, and horizontal line. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

HE.5.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

<u>HE.5.C.1.4 :</u>	Compare ways to prevent common childhood injuries and health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. Remarks/Examples Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.
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LACC.5.L.2 Knowledge of Language

<u>LACC.5.L.2.3 :</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Knowledge of Language
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LACC.5.SL.1 Comprehension and Collaboration

<u>LACC.5.SL.1.2 :</u>	Summarize a written text read aloud or information presented in
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diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.SL.1.3 :

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.W.3 Research to Build and Present Knowledge

LACC.5.W.3.7 :

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

PE.5.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.5.M.1.10 :

Educational Dance: Perform a variety of dances accurately.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of dances are line, square, contra, folk, step and social.

PE.5.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.5.R.6.1 :

Physical-Activity Preferences: Describe how participation in physical activity is a source of self-expression and meaning.

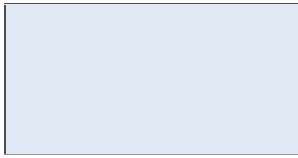
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

TH.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

TH.5.H.1.2 :

Participate in a performance to explore and celebrate a variety of



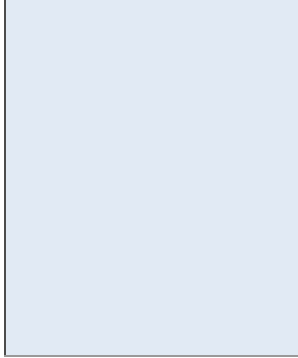
human experiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

TH.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

TH.5.S.3.1 :



Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., breath control, diction, concentration, control of isolated body parts



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Course: Dance – Intermediate 2- 5003050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3938.aspx>

BASIC INFORMATION

Course Title:	Dance – Intermediate 2
Course Number:	5003050
Course Abbreviated Title:	Dance – INTERM 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Fourth-grade* students develop reflective critical and creative-thinking skills to solve artistic problems in dance, make informed judgments about the significance of dance, and explore why people of various cultures dance. The process provides students with opportunities to perform extended phrases and original and established compositions requiring strength, flexibility, a variety of rhythmical patterns, changes in direction, focus, and concentration. They also learn how to assess themselves and others constructively and respectfully.
General Notes:	* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent

	<p>grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>
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STANDARDS (48)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

<u>DA.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</u>	
<u>DA.4.C.1.1 :</u>	<p>Create a tableau, theme, or main idea in a dance piece to explore the potential of shapes and space.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Remarks/Examples</p> <p>e.g., symmetrical, asymmetrical, twisted, curved, rounded, curled, arched, spiraled, angular, flat</p>
<u>DA.4.C.1.2 :</u>	<p>Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>
<u>DA.4.C.1.3 :</u>	<p>Identify points within a dance piece at which mood, character, or meaning change abruptly or evolve.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p>

DA.4.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>DA.4.C.2.1 :</u>	<p>Apply knowledge of the basic elements of dance to suggest changes in a movement piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>
<u>DA.4.C.2.2 :</u>	<p>Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one’s own and others’ work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</p>

DA.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>DA.4.C.3.1 :</u>	<p>Evaluate a dance by examining how effectively two or more elements were used in the piece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</p> <p>Remarks/Examples</p> <p>e.g., body, space, time, energy/dynamics, relationships</p>
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DA.4.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>DA.4.F.1.1 :</u>	<p>Collaborate with others to create dance pieces that show innovative movement options.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p> <p>Remarks/Examples</p>
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e.g., elements of weather, magnets, real or imagined multi-part machines, fables and stories from history

DA.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

DA.4.F.2.1 :

Describe the various roles and responsibilities associated with careers in dance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

e.g., choreographer, dancer, teacher

DA.4.F.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.

DA.4.F.3.1 :

Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

DA.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

DA.4.H.1.1 :

Perform dances from different cultures, emulating the essential movement characteristics and traditions.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.4.H.1.2 :

Discuss why people of various ages and cultures dance and how they benefit from doing so.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.4.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

DA.4.H.2.1 :

Identify and examine important figures, historical events, and

	<p>trends that have helped shape dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
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[DA.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

<u>DA.4.H.3.1 :</u>	<p>Create a dance with student-selected components from other content areas and/or personal interests.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
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<u>DA.4.H.3.2 :</u>	<p>Use improvisation and movement studies to explore concepts from other content areas.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>e.g., science, math, reading, history</td> </tr> <tr> <td> </td> </tr> </table>	e.g., science, math, reading, history	
e.g., science, math, reading, history			

<u>DA.4.H.3.3 :</u>	<p>Describe how dance and music can each be used to interpret and support the other.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p>
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[DA.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>DA.4.O.1.1 :</u>	<p>Describe how the elements of dance are used in class and in dance pieces.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p> <p>Remarks/Examples</p> <table border="1" style="width: 100%;"> <tr> <td>e.g., body, action, space, time, energy, relationships</td> </tr> <tr> <td> </td> </tr> </table>	e.g., body, action, space, time, energy, relationships	
e.g., body, action, space, time, energy, relationships			

<u>DA.4.O.1.2 :</u>	<p>Describe how the procedures and structures in a dance class help create a positive and healthful environment for learning.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>
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	Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
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<u>DA.4.O.1.3 :</u>	Investigate the positions, initiations, and movements within a given step. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
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DA.4.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>DA.4.O.2.1 :</u>	Experiment with a dance phrase by using a variety of elements to create a variation on the original work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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<u>DA.4.O.2.2 :</u>	Describe how the contributions of one or more selected innovators changed a particular genre or dance form. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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DA.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>DA.4.O.3.1 :</u>	Express ideas through movements, steps, and gestures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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<u>DA.4.O.3.2 :</u>	Use accurate dance terminology as a means of asking questions, discussing dances, and learning new dance pieces. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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<u>DA.4.O.3.3 :</u>	Respect varying interpretations of a dance, recognizing that viewer perspectives may be different. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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DA.4.S.1 The arts are inherently experiential and actively engage learners in the processes

of creating, interpreting, and responding to art.

DA.4.S.1.1 :

Create movement sequences that are personally meaningful and/or express an idea.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.4.S.1.2 :

Improvise to music, using choreographic principles, and match tempo, phrasing, style, and emotion.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.4.S.1.3 :

Use kinesthetic awareness to explore movement in personal space and relative to other dancers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.4.S.1.4 :

Change isolations, level, direction, or tempo to explore movement choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

DA.4.S.2.1 :

Display attention, cooperation, and focus during class and performance.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.4.S.2.2 :

Recall and perform movement in short sequences to improve memorization and speed of replication.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

Remarks/Examples

e.g., associate words and mental images, create a narrative

DA.4.S.2.3 :

Replicate movement sequences on opposite sides of the body or in

	<p>the opposite direction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.4.S.2.4 :</u></p>	<p>Demonstrate application and memorization of corrections given by the teacher.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>DA.4.S.3.1 :</u></p>	<p>Observe and practice appropriate alignment of the torso, arms, and legs in a given dance sequence, using assisted correction, allegory, and/or imagery to support understanding and successful repetition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., "spine is like a string of pearls"</p>
<p><u>DA.4.S.3.2 :</u></p>	<p>Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.4.S.3.3 :</u></p>	<p>Practice weight shift and transitions through plié, élévation, piqué, and chassé.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.4.S.3.4 :</u></p>	<p>Replicate timing, rhythm, and accents demonstrated by the teacher and peers.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<p><u>DA.4.S.3.5 :</u></p>	<p>Maintain center of balance in various positions.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>DA.4.S.3.6 :</u>	<p>Practice varying expression and intention by moving in dance sequences using direct and indirect space and active and passive energy. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>DA.4.S.3.7 :</u>	<p>Repeat dance sequences with increasing speed and articulation to develop agility and coordination. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>

HE.4.C.1 Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

<u>HE.4.C.1.4 :</u>	<p>Describe ways to prevent common childhood injuries and health problems. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Remarks/Examples</p> <p>Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.</p>
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LACC.4.SL.1 Comprehension and Collaboration

<u>LACC.4.SL.1.2 :</u>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>
<u>LACC.4.SL.1.3 :</u>	<p>Identify the reasons and evidence a speaker provides to support particular points. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration</p>

LACC.4.W.3 Research to Build and Present Knowledge

LACC.4.W.3.7 :

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

PE.4.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

PE.4.C.2.2 :

Safety, Rules and Procedures: Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of a safety procedure is having students stand a safe distance away from a student swinging a golf club during striking activities.

PE.4.M.1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

PE.4.M.1.10 :

Educational Dance: Perform two or more dances accurately.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.](#)

Remarks/Examples

Some examples of dances are line, square, contra, folk, step and social.

PE.4.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.4.R.6.1 :

Physical-Activity Preferences: Discuss how physical activity can be a positive opportunity for social and group interaction.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-](#)

expression and/or social interaction.

TH.4.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

TH.4.C.2.1 :

Provide a verbal critique to help strengthen a peer's performance.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.4.C.2.2 :

Reflect on the strengths and needs of one's own performance.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

TH.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

TH.4.S.1.1 :

Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



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Course: Dance – Intermediate 1- 5003040

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3936.aspx>

BASIC INFORMATION

Course Title:	Dance – Intermediate 1
Course Number:	5003040
Course Abbreviated Title:	Dance – INTERM 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Third-grade* students in dance class apply knowledge of the basic elements and principles of dance through improvisation and structured practice of locomotor and non-locomotor patterns, steps, positions, and actions of the body requiring strength, coordination, and flexibility. The creative process facilitates aesthetic and affective progression, as well as an awareness of historical perspectives and contemporary ideas in the arts that enable students to identify connections between skills required in dance and skills required in other content areas.
General Notes:	* Intermediate Dance 1, 2, and 3 have been designed in two ways: 1) to challenge students on grade level who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Dance teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence. Examples: • A 3rd grade class that has taken Dance previously should be enrolled in Intermediate Dance 1 and progress through the series in subsequent

	<p>grades. • 4th graders beginning formal instruction in Dance for the first time may be enrolled, as a class, in Intermediate Dance 1, and must then progress to Intermediate Dance 2 in the following year.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>
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STANDARDS (37)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- 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.

<u>DA.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</u>	
<u>DA.2.C.1.1 :</u>	<p>Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. Remarks/Examples e.g., body, effort/energy, space, time, groups, solos, names of steps</p>
<u>DA.2.C.1.2 :</u>	<p>Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher</p>

	and alone. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
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<u>DA.2.C.1.3 :</u>	Express creatively, using pictures, symbols, and/or words, the meaning or feeling of a dance piece. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
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DA.2.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>DA.2.C.2.1 :</u>	Decide which of two movements will express a desired result. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
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DA.2.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>DA.2.C.3.1 :</u>	Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
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DA.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

<u>DA.2.F.1.1 :</u>	Create dances that interpret animals and storybook or other imagined characters. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
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DA.2.F.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.

<u>DA.2.F.3.1 :</u>	Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
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DA.2.H.1 Through study in the arts, we learn about and honor others and the worlds in

which they live(d).

DA.2.H.1.1 :

Perform a variety of dances to explore their origins, cultures, and themes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

DA.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

DA.2.H.3.1 :

Create a dance phrase using numbers, shapes, and patterns.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.2.H.3.2 :

Describe connections between creating in dance and creating in other content areas.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.2.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

DA.2.O.1.1 :

Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., body, action, space, time, energy, relationships

DA.2.O.1.2 :

Identify and practice specified procedures and etiquette in dance class and at performances.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

DA.2.O.2.1 :

Change the feeling, meaning, or look of a movement phrase by

	<p>altering the elements of dance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p> <p>Remarks/Examples</p> <p>e.g., tempo, direction, level, quality of movement</p>
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[DA.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>DA.2.O.3.1 :</u>	<p>Use movement to interpret feelings, stories, pictures, and songs.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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<u>DA.2.O.3.2 :</u>	<p>Describe a dancer or dance piece using words, pictures, or movements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p>
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[DA.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>DA.2.S.1.1 :</u>	<p>Demonstrate basic movement through kinesthetic exploration.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p> <p>e.g., stretch, collapse, sustain</p>
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<u>DA.2.S.1.2 :</u>	<p>Explore dance sequences by creating and imitating images that move through space.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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<u>DA.2.S.1.3 :</u>	<p>Follow body-part initiation through space to increase kinesthetic awareness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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[DA.2.S.2 Development of skills, techniques, and processes in the arts strengthens our ability](#)

to remember, focus on, process, and sequence information.

<p><u>DA.2.S.2.1 :</u></p>	<p>Demonstrate focus and concentration while listening to instructions and observing others' movement. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.2.S.2.2 :</u></p>	<p>Demonstrate simple dance sequences to show memorization and presentation skills. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.2.S.2.3 :</u></p>	<p>Follow and repeat movement on opposite sides of the body. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>

DA.2.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

<p><u>DA.2.S.3.1 :</u></p>	<p>Replicate basic positions with clear body lines and correct alignment. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., lengthened torso, stretched legs, curved arms</p>
<p><u>DA.2.S.3.2 :</u></p>	<p>Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach</p>
<p><u>DA.2.S.3.3 :</u></p>	<p>Repeat given movements to show coordination between body parts.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., skipping with arm movements, skips with turns, spotting head</p>
DA.2.S.3.4 :	<p>Maintain a demonstrated rhythm in time to musical accompaniment. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
DA.2.S.3.5 :	<p>Maintain balance in basic positions and in shifting weight through plié. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>

[HE.2.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.2.C.2.4 :	<p>Explain the ways that rules make the classroom, school, and community safer. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples Walking not running, waiting your turn, and following traffic laws.</p>
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[LACC.2.RL.1 Key Ideas and Details](#)

LACC.2.RL.1.2 :	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details</p>
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[LACC.2.SL.1 Comprehension and Collaboration](#)

LACC.2.SL.1.2 :	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date</p>
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	Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
<u>LACC.2.SL.1.3 :</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

PE.2.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.

<u>PE.2.C.2.2 :</u>	<p>Safety: Identify safety rules and procedures for selected physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
<u>PE.2.C.2.8 :</u>	<p>Warm up/Cool Down: Explain the importance of warm-up and cool-down activities. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Remarks/Examples</p> <p>An example of the importance for warm-up activities is the prevention of injuries.</p>

PE.2.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<u>PE.2.R.6.2 :</u>	<p>Benefits of Physical Activity: Discuss the relationship between skill competence and enjoyment. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
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PE.2.R.6.3 :

Benefits of Physical Activity: Identify ways to contribute as a member of a cooperative group.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

TH.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.2.F.1.1 :

Create and sustain a character inspired by a class reading or activity.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.2.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.2.H.1.2 :

Distinguish between appropriate and inappropriate audience behavior.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.2.S.1.3 :

Explore art from different time periods and cultures as sources for inspiration.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



Course: Dance - Grade 2- 5003030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3932.aspx>

BASIC INFORMATION

Course Title:	Dance - Grade 2
Course Number:	5003030
Course Abbreviated Title:	DANCE – GRADE 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Dance SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Second-grade students in dance class establish use of the body through structured and unstructured movement, exploring the elements of dance through a variety of techniques, forms, and dance traditions. As they create, interpret, and replicate steps, movement patterns, shapes, rhythms, and dances inspired by a variety of stories, music, ideas, cultures, images, and technologies, students stretch their imaginations, strengthen their bodies, and learn to make choices in a risk-free environment. Instruction fosters skills and knowledge that enable students to respond to dance in ways that facilitate creativity with artistic expression, self-discipline, and a connection to other content areas and cultures.
General Notes:	Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (37)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

[DA.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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

Explain, using accurate dance terminology, how teacher-specified elements of dance are used in a phrase or dance piece.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

Remarks/Examples

e.g., body, effort/energy, space, time, groups, solos, names of steps

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

Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.2.C.1.3 :](#)

Express creatively, using pictures, symbols, and/or words, the meaning or feeling of a dance piece.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

[DA.2.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

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

Decide which of two movements will express a desired result.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

[DA.2.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[DA.2.C.3.1 :](#)

Share personal opinions about a dance piece, using a mix of accurate dance and non-dance terminology.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

[DA.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[DA.2.F.1.1 :](#)

Create dances that interpret animals and storybook or other imagined characters.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[DA.2.F.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.](#)

[DA.2.F.3.1 :](#)

Follow directions given by the teacher or peers, and work successfully in small-group, cooperative settings.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

[DA.2.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[DA.2.H.1.1 :](#)

Perform a variety of dances to explore their origins, cultures, and themes.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[DA.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.2.H.3.1 :

Create a dance phrase using numbers, shapes, and patterns.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.2.H.3.2 :

Describe connections between creating in dance and creating in other content areas.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

DA.2.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

DA.2.O.1.1 :

Identify the elements of dance in planned and improvised dance pieces to show early awareness of structure.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

Remarks/Examples

e.g., body, action, space, time, energy, relationships

DA.2.O.1.2 :

Identify and practice specified procedures and etiquette in dance class and at performances.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

DA.2.O.2.1 :

Change the feeling, meaning, or look of a movement phrase by altering the elements of dance.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

Remarks/Examples

e.g., tempo, direction, level, quality of movement

DA.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

DA.2.O.3.1 :

Use movement to interpret feelings, stories, pictures, and songs.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.2.O.3.2 :

Describe a dancer or dance piece using words, pictures, or movements.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

DA.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

DA.2.S.1.1 :

Demonstrate basic movement through kinesthetic exploration.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., stretch, collapse, sustain

DA.2.S.1.2 :

Explore dance sequences by creating and imitating images that move through space.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

DA.2.S.1.3 :

Follow body-part initiation through space to increase kinesthetic awareness.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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

DA.2.S.2.1 :

Demonstrate focus and concentration while listening to instructions and observing others' movement.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

DA.2.S.2.2 :

Demonstrate simple dance sequences to show memorization and presentation skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	<p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.2.S.2.3 :</u></p>	<p>Follow and repeat movement on opposite sides of the body. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>DA.2.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>	
<p><u>DA.2.S.3.1 :</u></p>	<p>Replicate basic positions with clear body lines and correct alignment. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., lengthened torso, stretched legs, curved arms</p>
<p><u>DA.2.S.3.2 :</u></p>	<p>Perform bending and reaching exercises to increase strength, stamina, flexibility, and range of motion. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., feet/arms, cambre, side stretch, deep lunge, exercises of bend/reach</p>
<p><u>DA.2.S.3.3 :</u></p>	<p>Repeat given movements to show coordination between body parts. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. Remarks/Examples e.g., skipping with arm movements, skips with turns, spotting head</p>
<p><u>DA.2.S.3.4 :</u></p>	<p>Maintain a demonstrated rhythm in time to musical accompaniment. Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p>

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>DA.2.S.3.5 :</u>	Maintain balance in basic positions and in shifting weight through plié. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

HE.2.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

<u>HE.2.C.2.4 :</u>	Explain the ways that rules make the classroom, school, and community safer. Cognitive Complexity: N/A Date Adopted or Revised: 04/13 Belongs to: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Remarks/Examples Walking not running, waiting your turn, and following traffic laws.
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LACC.2.RL.1 Key Ideas and Details

<u>LACC.2.RL.1.2 :</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Key Ideas and Details
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LACC.2.SL.1 Comprehension and Collaboration

<u>LACC.2.SL.1.2 :</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
<u>LACC.2.SL.1.3 :</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration

PE.2.C.2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of

physical activities.

PE.2.C.2.2 :

Safety: Identify safety rules and procedures for selected physical activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.

PE.2.C.2.8 :

Warm up/Cool Down: Explain the importance of warm-up and cool-down activities.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.](#)

Remarks/Examples

An example of the importance for warm-up activities is the prevention of injuries.

PE.2.R.6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.2.R.6.2 :

Benefits of Physical Activity: Discuss the relationship between skill competence and enjoyment.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

PE.2.R.6.3 :

Benefits of Physical Activity: Identify ways to contribute as a member of a cooperative group.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.](#)

TH.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

TH.2.F.1.1 :

Create and sustain a character inspired by a class reading or activity.



Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

[VA.2.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.2.H.1.2 :

Distinguish between appropriate and inappropriate audience behavior.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

[VA.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.2.S.1.3 :

Explore art from different time periods and cultures as sources for inspiration.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)



HE.3.P.7.1 :

Practice responsible personal health behaviors.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

HE.4.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

HE.4.B.4.3 :

Discuss nonviolent strategies to manage or resolve conflict.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

HE.4.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE.4.C.2.6 :

Explain how technology influences personal thoughts, feelings, and health behaviors.
Cognitive Complexity: N/A | Date Adopted or Revised: 04/13
Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

HE.5.B.4 Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.

HE.5.B.4.1 :

Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

HE.5.B.4.3 :

Illustrate effective conflict resolution strategies.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.](#)

HE.5.B.5 Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

HE.5.B.5.4 :

Select a healthy option when making decisions for yourself and/or others.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A

Belongs to: [Decision Making - Demonstrate the ability to use decision-making skills to enhance health.](#)

[HE.5.B.7 Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

[HE.5.B.7.1 :](#)

Model responsible personal health behaviors.
Cognitive Complexity: N/A | Date Adopted or Revised: N/A
Belongs to: [Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.](#)

[LACC.K.SL.1 Comprehension and Collaboration](#)

[LACC.K.SL.1.2 :](#)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.K.SL.1.3 :](#)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

[LACC.K.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.K.SL.2.5 :](#)

Add drawings or other visual displays to descriptions as desired to provide additional detail.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.K.SL.2.6 :](#)

Speak audibly and express thoughts, feelings, and ideas clearly.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.K.W.2 Production and Distribution of Writing](#)

[LACC.K.W.2.6 :](#)

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.K.W.3 Research to Build and Present Knowledge

LACC.K.W.3.7 :

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

LACC.1.RI.2 Craft and Structure

LACC.1.RI.2.5 :

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date
Adopted or Revised: 12/10
Belongs to: [Craft and Structure](#)

LACC.1.SL.1 Comprehension and Collaboration

LACC.1.SL.1.2 :

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date
Adopted or Revised: 12/10
Belongs to: [Comprehension and Collaboration](#)

LACC.1.SL.2 Presentation of Knowledge and Ideas

LACC.1.SL.2.5 :

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date
Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.1.W.2 Production and Distribution of Writing

LACC.1.W.2.6 :

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date
Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

[LACC.1.W.3 Research to Build and Present Knowledge](#)

[LACC.1.W.3.7 :](#)

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.2.RI.2 Craft and Structure](#)

[LACC.2.RI.2.5 :](#)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.2.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.2.SL.2.5 :](#)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.2.W.2 Production and Distribution of Writing](#)

[LACC.2.W.2.6 :](#)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.2.W.3 Research to Build and Present Knowledge](#)

LACC.2.W.3.7 :

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

LACC.2.W.3.8 :

Recall information from experiences or gather information from provided sources to answer a question.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

LACC.3.L.3 Vocabulary Acquisition and Use

LACC.3.L.3.6 :

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

LACC.3.RI.2 Craft and Structure

LACC.3.RI.2.5 :

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

LACC.3.SL.2 Presentation of Knowledge and Ideas

LACC.3.SL.2.5 :

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.3.W.2 Production and Distribution of Writing

LACC.3.W.2.6 :

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact

and collaborate with others.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.3.W.3 Research to Build and Present Knowledge](#)

[LACC.3.W.3.7 :](#)

Conduct short research projects that build knowledge about a topic.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.3.W.3.8 :](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

[LACC.4.L.3 Vocabulary Acquisition and Use](#)

[LACC.4.L.3.6 :](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.4.RI.2 Craft and Structure](#)

[LACC.4.RI.2.5 :](#)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.4.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.4.SL.2.5 :](#)

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 12/10
Belongs to: [Presentation of Knowledge and Ideas](#)

LACC.4.W.2 Production and Distribution of Writing

LACC.4.W.2.6 :

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date
Adopted or Revised: 12/10
Belongs to: [Production and Distribution of Writing](#)

LACC.4.W.3 Research to Build and Present Knowledge

LACC.4.W.3.7 :

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

LACC.4.W.3.9 :

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date
Adopted or Revised: 12/10
Belongs to: [Research to Build and Present Knowledge](#)

[LACC.5.L.3 Vocabulary Acquisition and Use](#)

[LACC.5.L.3.6 :](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Vocabulary Acquisition and Use](#)

[LACC.5.RI.2 Craft and Structure](#)

[LACC.5.RI.2.5 :](#)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Craft and Structure](#)

[LACC.5.SL.2 Presentation of Knowledge and Ideas](#)

[LACC.5.SL.2.5 :](#)

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Presentation of Knowledge and Ideas](#)

[LACC.5.W.2 Production and Distribution of Writing](#)

[LACC.5.W.2.6 :](#)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Production and Distribution of Writing](#)

[LACC.5.W.3 Research to Build and Present Knowledge](#)

[LACC.5.W.3.7 :](#)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

LACC.5.W.3.9 :

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Research to Build and Present Knowledge](#)

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.3.1 :

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments

using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Construct viable arguments and critique the reasoning of others.](#)

MACC.K12.MP.5 Use appropriate tools strategically.

MACC.K12.MP.5.1 :

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Use appropriate tools strategically.](#)

MACC.K12.MP.6 Attend to precision.

MACC.K12.MP.6.1 :

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: [Attend to precision.](#)

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 | Date Adopted or Revised: 02/08
Belongs to: [The Practice of Science](#)

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

SS.K.C.1.2 :

Explain the purpose and necessity of rules and laws at home, school, and community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08
Belongs to: [Foundations of Government, Law, and the American Political System](#)

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 | Date Adopted or Revised: 12/08
Belongs to: [Civic and Political Participation](#)

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 | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

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 | Date Adopted or Revised: 12/08

Belongs to: [Civic and Political Participation](#)

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 | Date Adopted or Revised: 12/08

Belongs to: [Structure and Functions of Government](#)

SS.2.C.1 Foundations of Government, Law, and the American Political System

SS.2.C.1.2 :

Explain the consequences of an absence of rules and laws.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Foundations of Government, Law, and the American Political System](#)

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 | Date Adopted or Revised: 12/08

Belongs to: [Civic and Political Participation](#)

VA.1.F.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.

VA.1.F.3.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)



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	<p>based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year. <p>Special Note: This course incorporates hands-on activities and consumption of art materials.</p>
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STANDARDS (41)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MACC.K12.MP.5.1: Use appropriate tools strategically.
- MACC.K12.MP.6.1: Attend to precision.
- MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

<u>LACC.4.SL.1 Comprehension and Collaboration</u>	
<u>LACC.4.SL.1.2 :</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,

	and orally. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
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<u>LACC.4.SL.1.3 :</u>	Identify the reasons and evidence a speaker provides to support particular points. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 12/10 Belongs to: Comprehension and Collaboration
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LACC.4.W.1 Text Types and Purposes

<u>LACC.4.W.1.2d :</u>	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Cognitive Complexity: 0 Date Adopted or Revised: 0 Belongs to: Text Types and Purposes
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MACC.4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

<u>MACC.4.G.1.3 :</u>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 12/10 Belongs to: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
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VA.4.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

<u>VA.4.C.1.1 :</u>	Integrate ideas during the art-making process to convey meaning in personal works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
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<u>VA.4.C.1.2 :</u>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
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VA.4.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-

solving, and decision-making skills, is central to artistic growth.

VA.4.C.2.1 :

Revise artworks to meet established criteria.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.4.C.2.3 :

Develop and support ideas from various resources to create unique artworks.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.4.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

VA.4.C.3.1 :

Use accurate art vocabulary when analyzing works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.4.C.3.2 :

Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.4.C.3.3 :

Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.4.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.4.F.1.1 :

Combine art media with innovative ideas and techniques to create

	<p>two- and/or three-dimensional works of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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<u>VA.4.F.1.2 :</u>	<p>Examine and apply creative solutions to solve an artistic problem.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</p>
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VA.4.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

<u>VA.4.F.2.1 :</u>	<p>Discuss how artists and designers have made an impact on the community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
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<u>VA.4.F.2.2 :</u>	<p>Identify the work of local artists to become familiar with art-making careers.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Careers in and related to the arts significantly and positively impact local and global economies.</p>
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VA.4.F.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.

<u>VA.4.F.3.1 :</u>	<p>Create art to promote awareness of school and/or community concerns.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p> <p>Remarks/Examples</p> <p>e.g., poster, billboard</p>
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<u>VA.4.F.3.2 :</u>	<p>Collaborate with peers in the art room to achieve a common art goal.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</p>
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<u>VA.4.F.3.3 :</u>	<p>Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The 21st-century skills necessary for success as citizens, workers,</p>
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and leaders in a global economy are embedded in the study of the arts.

VA.4.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.4.H.1.1 :

Identify historical and cultural influences that have inspired artists to produce works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.4.H.1.2 :

Identify suitable behavior for various art venues and events.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.4.H.1.3 :

Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.4.H.1.4 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.4.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.4.H.2.2 :

Identify differences between artworks and utilitarian objects.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.4.H.2.3 :

Identify reasons to display artwork in public places.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

Remarks/Examples

e.g., reasons: aesthetics, memory, record historical events or

accomplishments; public places: museums, galleries, open air

[VA.4.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

[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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

Remarks/Examples

e.g., identify facts, ideas, solutions

[VA.4.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

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

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

[VA.4.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

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

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

[VA.4.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

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

Apply meaning and relevance to document self or others visually in

	<p>artwork.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</p> <p>Remarks/Examples</p>
	<p>e.g., personal ideas, observations</p>

VA.4.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>VA.4.S.1.1 :</u>	<p>Manipulate tools and materials to achieve diverse effects in personal works of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Remarks/Examples</p>
	<p>e.g., charcoal, colored pencil, block printing: reduction, stencil</p>

<u>VA.4.S.1.2 :</u>	<p>Explore and use media, technology, and other art resources to express ideas visually.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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<u>VA.4.S.1.3 :</u>	<p>Create artworks that integrate ideas from culture or history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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<u>VA.4.S.1.4 :</u>	<p>Use accurate art vocabulary to discuss works of art and the creative process.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
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VA.4.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

<u>VA.4.S.2.1 :</u>	<p>Organize the structural elements of art to achieve an artistic objective.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
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VA.4.S.2.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.4.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.4.S.3.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.4.S.3.3 :

Follow procedures for using tools, media, techniques, and processes safely and responsibly.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.4.S.3.4 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., plagiarism, appropriation from the Internet and other sources



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Course: Art - Grade 2- 5001030

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4718.aspx>

BASIC INFORMATION

Course Title:	Art - Grade 2
Course Number:	5001030
Course Abbreviated Title:	Art – Grade 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade two art includes experimenting with a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process. Attributes of artworks from individuals, cultures, and time are identified, described, and discussed.
General Notes:	All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This course incorporates hands-on activities and consumption of art materials.

STANDARDS (39)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LACC.2.SL.1.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

[HE.2.C.2 Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

[HE.2.C.2.4 :](#)

Explain the ways that rules make the classroom, school, and community safer.

Cognitive Complexity: N/A | Date Adopted or Revised: 04/13

Belongs to: [Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.](#)

Remarks/Examples

Walking not running, waiting your turn, and following traffic laws.

[LACC.2.SL.1 Comprehension and Collaboration](#)

[LACC.2.SL.1.2 :](#)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

[LACC.2.SL.1.3 :](#)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MACC.2.G.1 Reason with shapes and their attributes.

MACC.2.G.1.1 :

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10
Belongs to: [Reason with shapes and their attributes.](#)

MACC.2.G.1.3 :

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10
Belongs to: [Reason with shapes and their attributes.](#)

MACC.2.MD.1 Measure and estimate lengths in standard units.

MACC.2.MD.1.1 :

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: [Measure and estimate lengths in standard units.](#)

SC.2.N.1 The Practice of Science

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 | Date Adopted or Revised: 02/08
Belongs to: [The Practice of Science](#)
Remarks/Examples

** CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically.

VA.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.2.C.1.1 :

Use the art-making process to communicate personal interests and self-expression.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.2.C.1.2 :

Reflect on and discuss various possible meanings in works of art.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

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

VA.2.C.2.1 :

Use appropriate decision-making skills to meet intended artistic objectives.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.2.C.2.2 :

Identify skillful techniques used in works by peers and others.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.2.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

VA.2.C.3.1 :

Use accurate art vocabulary to identify connections among visual art and other contexts.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to 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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.2.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.2.F.1.1 :

Use imagination to create unique artwork incorporating personal ideas and selected media.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.2.F.1.2 :

Explore the advantages of having multiple solutions to solve an artistic problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.2.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.2.F.2.1 :

Identify work created by artists and designers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

Remarks/Examples

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

VA.2.F.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.

VA.2.F.3.1 :

Describe the use of art to promote events within the school or community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.2.F.3.2 :

Work with peers to complete a task in art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.2.F.3.3 :

Use time effectively while focused on art production to show early development of 21st-century skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.2.H.1 Through study in the arts, we learn about and honor others and the worlds in

which they live(d).

VA.2.H.1.1 :

Identify examples in which artists have created works based on cultural and life experiences.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.2.H.1.2 :

Distinguish between appropriate and inappropriate audience behavior.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

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

VA.2.H.2.1 :

Identify differences or similarities in artworks across time and culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.2.H.2.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA.2.H.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Connections among the arts and other disciplines strengthen](#)

	learning and the ability to transfer knowledge and skills to and from other fields. Remarks/Examples e.g., shapes and math, color mixing and science
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[VA.2.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>VA.2.O.1.1 :</u>	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
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[VA.2.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

<u>VA.2.O.2.1 :</u>	Use personal experience to convey meaning or purpose in creating artworks. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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[VA.2.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

<u>VA.2.O.3.1 :</u>	Create personally meaningful works of art to document and explain ideas about local and global communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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[VA.2.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

<u>VA.2.S.1.1 :</u>	Experiment with tools and techniques as part of art-making processes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., brush for details, fiber, series of prints, mixed media, clay
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VA.2.S.1.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

Remarks/Examples

e.g., media, new technology

VA.2.S.1.3 :

Explore art from different time periods and cultures as sources for inspiration.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.2.S.1.4 :

Use accurate art vocabulary to discuss art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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

VA.2.S.2.1 :

Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.2.S.2.2 :

Follow sequential procedures focused on art production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.2.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.2.S.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

	e.g., eye-hand coordination, fine-motor skills
<u>VA.2.S.3.2 :</u>	<p>Demonstrate growth in craftsmanship through purposeful practice.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p>
<u>VA.2.S.3.3 :</u>	<p>Follow directions for safety procedures and explain their importance in the art room.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>VA.2.S.3.4 :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <p>e.g., plagiarism, appropriation from the Internet and other sources</p>

RELATED GLOSSARY TERM DEFINITIONS (2)

Inference :	The act of reasoning from factual knowledge or evidence.
Observation :	What one has observed using senses or instruments.



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elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.
- Special Note: This course incorporates hands-on activities and consumption of art materials.

Special Note: This course incorporates hands-on activities and consumption of art materials.

STANDARDS (48)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following mathematical clusters and Language Arts standards are required content:

MACC.5.OA.2: Analyze patterns and relationships.

MACC.5.G.2: Classify two-dimensional figures into categories based on their properties.

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.

LACC.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LACC.5.RL.3 Integration of Knowledge and Ideas

LACC.5.RL.3.7 :

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.5.SL.1 Comprehension and Collaboration

LACC.5.SL.1.2 :

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.SL.1.3 :

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.5.W.1 Text Types and Purposes

LACC.5.W.1.2d :

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Cognitive Complexity: 0 | Date Adopted or Revised: 0

Belongs to: [Text Types and Purposes](#)

VA.5.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.5.C.1.1 :

Develop a range of interests in the art-making process to influence personal decision-making.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.5.C.1.2 :

Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<u>VA.5.C.1.3 :</u>	Examine and discuss exemplary works of art to distinguish which qualities may be used to evaluate personal works. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.5.C.2 Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

<u>VA.5.C.2.1 :</u>	Revise artwork as a necessary part of the creative process to achieve an artistic goal. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<u>VA.5.C.2.2 :</u>	Analyze personal artworks to articulate the motivations and intentions in creating personal works of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<u>VA.5.C.2.3 :</u>	Apply established criteria to the art-making process to measure artistic growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. Remarks/Examples e.g., criteria set by teacher, student, or both
<u>VA.5.C.2.4 :</u>	Identify examples of constructive criticism and use them to improve artworks and enhance artistic growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.5.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

<u>VA.5.C.3.1 :</u>	Use the structural elements of art and organizational principles of design when engaged in art criticism. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
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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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

Remarks/Examples

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

VA.5.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.5.F.1.2 :

Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.5.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.5.F.2.1 :

Describe the knowledge and skills necessary for art-making and art-related careers.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.5.F.2.2 :

Explore careers in which artworks and utilitarian designs are created.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.5.F.2.3 :

Discuss contributions that artists make to society.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.5.F.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.

VA.5.F.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.5.F.3.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.5.F.3.3 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.5.F.3.4 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

Remarks/Examples

e.g., reasonable timeframe established by teacher, adjusted as needed

VA.5.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.5.H.1.1 :

Examine historical and cultural influences that inspire artists and

	<p>their work.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
VA.5.H.1.2 :	<p>Use suitable behavior as a member of an art audience.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
VA.5.H.1.3 :	<p>Identify and describe the importance a selected group or culture places on specific works of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>
VA.5.H.1.4 :	<p>Explain the importance of artwork to show why respect is or should be given to the work of peer or specified professional artists.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through study in the arts, we learn about and honor others and the worlds in which they live(d).</p>

[VA.5.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.5.H.2.1 :	<p>Compare works of art on the basis of style, culture, or artist across time to identify visual differences.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
VA.5.H.2.2 :	<p>Describe the ways in which artworks and utilitarian objects impact everyday life.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>
VA.5.H.2.3 :	<p>Discuss artworks found in public venues to identify the significance of the work within the community.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</p>

[VA.5.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.](#)

VA.5.H.3.1 :	<p>Discuss how skills learned through the analysis and art-making</p>
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	<p>process are used to solve problems in non-art areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</p> <p>Remarks/Examples</p> <p>e.g., identify facts, ideas, solutions</p>
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[VA.5.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.](#)

<u>VA.5.O.1.1 :</u>	<p>Use structural elements of art and organizational principles of design to develop content in artwork. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>VA.5.O.1.2 :</u>	<p>Organize the structural elements of art to achieve visual unity. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>
<u>VA.5.O.1.3 :</u>	<p>Explain how creative and technical ability is used to produce a work of art. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</p>

[VA.5.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

<u>VA.5.O.2.1 :</u>	<p>Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</p> <p>Remarks/Examples</p> <p>e.g., knowledge, empathy, technique, artistic choices, symbolic choices</p>
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VA.5.O.2.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.](#)

VA.5.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.5.O.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.](#)

VA.5.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.](#)

VA.5.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

VA.5.S.2.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.5.S.2.2 :

Identify sequential procedures to engage in art production.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.](#)

VA.5.S.3 Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

VA.5.S.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.5.S.3.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

	Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<u>VA.5.S.3.3 :</u>	<p>Use tools, media, techniques, and processes in a safe and responsible manner.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p>
<u>VA.5.S.3.4 :</u>	<p>Use ethical standards, including copyright laws, when producing works of art.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</p> <p>Remarks/Examples</p> <hr/> <p>e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> <hr/>



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Course: Art – Intermediate 1- 5001040

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BASIC INFORMATION

Course Title:	Art – Intermediate 1
Course Number:	5001040
Course Abbreviated Title:	Art – INTERM 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Art - Visual Arts SubSubject: General
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Grade three* art incorporates a variety of two- and three-dimensional concepts and ideas in art and digital media and processes. Materials are correctly and safely applied to convey personal interests and self-expression. Observation skills, prior knowledge, and art criticism skills are employed to reflect on and interpret works of art. Students use accurate art vocabulary, terms, and procedures with resources and time-management skills during the creative process.
General Notes:	<p>All instruction related to Visual Art benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Visual Art benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>* Intermediate Visual Art 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the upper elementary grades. Visual Art teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series</p>

based on each group's prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.

Examples:

- A 3rd grade class that may or may not have taken Visual Art previously should be enrolled in Intermediate Visual Art 1 and progress through the series in subsequent grades.
- 4th graders beginning formal instruction in Visual Art for the first time may be enrolled, as a class, in Intermediate Visual Art 1, and must then progress to Intermediate Visual Art 2 in the following year.

Special Note: This course incorporates hands-on activities and consumption of art materials.

STANDARDS (39)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MACC.K12.MP.5.1: Use appropriate tools strategically.

MACC.K12.MP.6.1: Attend to precision.

MACC.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

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.

LACC.3.SL.1.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[LACC.3.RL.3 Integration of Knowledge and Ideas](#)

LACC.3.RL.3.7 :

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Integration of Knowledge and Ideas](#)

LACC.3.SL.1 Comprehension and Collaboration

LACC.3.SL.1.2 :

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

LACC.3.SL.1.3 :

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date

Adopted or Revised: 12/10

Belongs to: [Comprehension and Collaboration](#)

MACC.3.G.1 Reason with shapes and their attributes.

MACC.3.G.1.2 :

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 12/10

Belongs to: [Reason with shapes and their attributes.](#)

SC.3.P.8 Properties of Matter

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 | Date

Adopted or Revised: 02/08

Belongs to: [Properties of Matter](#)

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.

VA.3.C.1 Cognition and reflection are required to appreciate, interpret, and create with

artistic intent.

VA.3.C.1.1 :

Use the art-making process to develop ideas for self-expression.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.3.C.1.2 :

Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Cognition and reflection are required to appreciate, interpret, and create with artistic intent.](#)

VA.3.C.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

VA.3.C.2.1 :

Assess personal artworks for completeness and success in meeting intended objectives.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.3.C.2.2 :

Compare techniques used by peers and established artists as a basis for improving one's own work.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.3.C.2.3 :

Use constructive criticism to improve artwork.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.](#)

VA.3.C.3 The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

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.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.3.C.3.2 :

Describe the connections between visual art and other contexts through observation and art criticism.
Cognitive Complexity: N/A | Date Adopted or Revised: 12/10
Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.3.C.3.3 :

Explain the similarities and differences between artworks and utilitarian objects.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.](#)

VA.3.F.1 Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

VA.3.F.1.1 :

Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.3.F.1.2 :

Explore the effects and merits of different solutions to solve an artistic problem.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.](#)

VA.3.F.2 Careers in and related to the arts significantly and positively impact local and global economies.

VA.3.F.2.1 :

Identify places where artists or designers have made an impact on the community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Careers in and related to the arts significantly and positively impact local and global economies.](#)

VA.3.F.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.

VA.3.F.3.1 :

Create artwork that communicates an awareness of events within the community.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.3.F.3.2 :

Collaborate to complete a task in art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

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.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.](#)

VA.3.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.3.H.1.1 :

Describe cultural similarities and differences in works of art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.3.H.1.2 :

Describe the importance of displaying suitable behavior as part of an art audience.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.3.H.1.3 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through study in the arts, we learn about and honor others and the worlds in which they live\(d\).](#)

VA.3.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

VA.3.H.2.1 :

Compare differences or similarities in artworks across time and culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.3.H.2.2 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

VA.3.H.2.3 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.](#)

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

VA.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

<u>VA.3.H.3.1 :</u>	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
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VA.3.O.1 Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

<u>VA.3.O.1.1 :</u>	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
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VA.3.O.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

<u>VA.3.O.2.1 :</u>	Use creative and innovative ideas to complete personal artworks. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
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VA.3.O.3 Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

<u>VA.3.O.3.1 :</u>	Use symbols, visual language, and/or written language to document self or others. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
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VA.3.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

<u>VA.3.S.1.1 :</u>	Manipulate tools and media to enhance communication in
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	<p>personal artworks. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>VA.3.S.1.2 :</u></p>	<p>Use diverse resources to inspire artistic expression and achieve varied results. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., media center, technology, print materials</p>
<p><u>VA.3.S.1.3 :</u></p>	<p>Incorporate ideas from art exemplars for specified time periods and cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art. Remarks/Examples e.g., concepts, technique, media, subject matter</p>
<p><u>VA.3.S.1.4 :</u></p>	<p>Choose accurate art vocabulary to describe works of art and art processes. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p><u>VA.3.S.2 Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</u></p>	
<p><u>VA.3.S.2.1 :</u></p>	<p>Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>VA.3.S.2.2 :</u></p>	<p>Follow procedures, focusing on the art-making process. Cognitive Complexity: N/A Date Adopted or Revised: 12/10 Belongs to: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</p>
<p><u>VA.3.S.3 Through purposeful practice, artists learn to manage, master, and refine simple,</u></p>	

then complex, skills and techniques.

VA.3.S.3.1 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.3.S.3.2 :

Develop craftsmanship skills through repeated practice.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.3.S.3.3 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

VA.3.S.3.4 :

Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/10

Belongs to: [Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.](#)

Remarks/Examples

e.g., plagiarism, appropriation from the Internet and other sources



	motor skills
<u>VA.K.S.3.2 :</u>	<p>Practice skills to develop craftsmanship.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>
<u>VA.K.S.3.3 :</u>	<p>Handle art tools and media safely in the art room.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/10</p> <p>Belongs to: <u>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</u></p>



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