

Grades

6

–

8

Sunshine

State

Standards



FLORIDA
Department
of Education
www.flrn.eda/doe

Table of Contents

Academic Subject Areas:

Language Arts 1

Reading

Writing

Listening, Viewing, and Speaking

Language

Literature

Mathematics 3

Number Sense, Concepts, and Operations

Measurement

Geometry and Spatial Sense

Algebraic Thinking

Data Analysis and Probability

Science 6

The Nature of Matter

Energy

Force and Motion

Processes that Shape the Earth

Earth and Space

Processes of Life

How Living Things Interact with Their Environment

The Nature of Science

Social Studies 9

Time, Continuity, and Change [History]

People, Places, and Environments [Geography]

Government and the Citizen [Civics and Government]

Economics

Foreign Languages 12
 Communication
 Culture
 Connections
 Comparisons
 Experiences

The Arts 14
 Dance
 Music
 Theatre
 Visual Arts

Health Education and Physical Education 19
 Health Education
 Physical Education

Language Arts

Reading

Standard 1:

The student uses the reading process effectively.

(L.A.A.1.3)

1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.
2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Standard 2:

The student constructs meaning from a wide range of texts.

(L.A.A.2.3)

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
3. recognizes logical, ethical, and emotional appeals in texts.
4. uses a variety of reading materials to develop personal preferences in reading.
5. locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
6. uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.
7. synthesizes and separates collected information into useful components using a variety of

techniques, such as source cards, note cards, spreadsheets, and outlines.

8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Writing

Standard 1:

The student uses writing processes effectively.

(L.A.B.1.3)

1. organizes information before writing according to the type and purpose of writing.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

Standard 2:

The student writes to communicate ideas and information effectively. (L.A.B.2.3)

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical, chronological, and numerical systems.

3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
4. uses electronic technology including databases and software to gather information and communicate new knowledge.

Listening, Viewing, and Speaking

Standard 1:

The student uses listening strategies effectively.

(L.A.C.1.3)

1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
3. acknowledges the feelings and messages sent in a conversation.
4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

Standard 2:

The student uses viewing strategies effectively.

(L.A.C.2.3)

1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

Standard 3:

The student uses speaking strategies effectively.

(L.A.C.3.3)

1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.
3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Language

Standard 1:

The student understands the nature of language.

(L.A.D.1.3)

1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.
2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.
3. demonstrates an awareness of the difference between the use of English in formal and informal settings.
4. understands that languages change over time.

Standard 2:

The student understands the power of language.

(L.A.D.2.3)

1. selects language that shapes reactions, perceptions, and beliefs.
2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
3. distinguishes between emotional and logical argument.
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
5. incorporates audiovisual aids in presentations.
6. understands specific ways that mass media can potentially enhance or manipulate information.
7. understands that laws exist that govern what can and cannot be done with mass media.

Literature

Standard 1:

The student understands the common features of a variety of literary forms. (L.A.E.1.3)

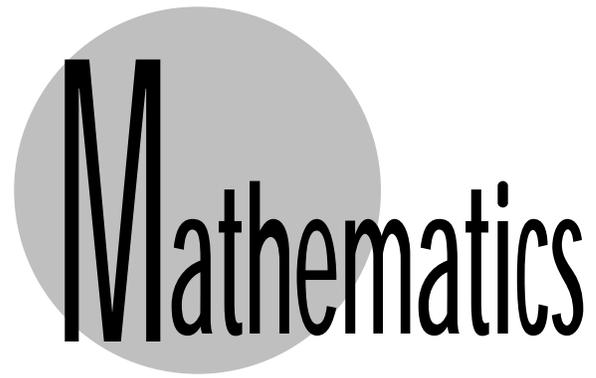
1. identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.
2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.
3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

4. knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.
5. identifies common themes in literature.

Standard 2:

The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.3)

1. understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
3. knows that a literary text may elicit a wide variety of valid responses.
4. knows ways in which literature reflects the diverse voices of people from various backgrounds.
5. recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.
6. identifies specific questions of personal importance and seeks to answer them through literature.
7. identifies specific interests and the literature that will satisfy those interests.
8. knows how a literary selection can expand or enrich personal viewpoints or experiences.



Number Sense, Concepts, and Operations

Standard 1:

The student understands the different ways numbers are represented and used in the real world. (MA.A.1.3)

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

Standard 2:

The student understands number systems. (MA.A.2.3)

1. understands and uses exponential and scientific notation.
2. understands the structure of number systems other than the decimal number system.

Standard 3:

The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving. (MA.A.3.3)

1. understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

2. selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.
3. adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4:

The student uses estimation in problem solving and computation. (MA.A.4.3)

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

Standard 5:

The student understands and applies theories related to numbers. (MA.A.5.3)

1. uses concepts about numbers, including primes, factors, and multiples, to build number sequences.

Measurement

Standard 1:

The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.3)

1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.
2. uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.
3. understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.
4. constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Standard 2:

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.3)

1. uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.
2. solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Standard 3:

The student estimates measurements in real-world problem situations. (MA.B.3.3)

1. solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Standard 4:

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.3)

1. selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement.)
2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Geometry and Spatial Sense

Standard 1:

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.3)

1. understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.

Standard 2:

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

(MA.C.2.3)

1. understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements.
2. predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

Standard 3:

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

(MA.C.3.3)

1. represents and applies geometric properties and relationships to solve real-world and mathematical problems.
2. identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

Algebraic Thinking

Standard 1:

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

(MA.D.1.3)

1. describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.
2. creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

Standard 2:

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

(MA.D.2.3)

1. represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.
2. uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

Data Analysis and Probability

Standard 1:

The student understands and uses the tools of data analysis for managing information.

(MA.E.1.3)

1. collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.
2. understands and applies the concepts of range and central tendency (mean, median, and mode).
3. analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

Standard 2:

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

(MA.E.2.3)

1. compares experimental results with mathematical expectations of probabilities.
2. determines odds for and odds against a given situation.

Standard 3:

The student uses statistical methods to make inferences and valid arguments about real-world situations.

(MA.E.3.3)

1. formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.
2. identifies the common uses and misuses of probability and statistical analysis in the everyday world.



The Nature of Matter

Standard 1:

The student understands that all matter has observable, measurable properties. (SC.A.1.3)

1. identifies various ways in which substances differ (e.g., mass, volume, shape, density, texture, and reaction to temperature and light).
2. understands the difference between weight and mass.
3. knows that temperature measures the average energy of motion of the particles that make up the substance.
4. knows that atoms in solids are close together and do not move around easily; in liquids, atoms tend to move farther apart; in gas, atoms are quite far apart and move around freely.
5. knows the difference between a physical change in a substance (i.e., altering the shape, form, volume, or density) and a chemical change (i.e., producing new substances with different characteristics).
6. knows that equal volumes of different substances may have different masses.

Standard 2:

The student understands the basic principles of atomic theory. (SC.A.2.3)

1. describes and compares the properties of particles and waves.
2. knows the general properties of the atom (a massive nucleus of neutral neutrons and positive protons surrounded by a cloud of negative electrons) and accepts that single atoms are not visible.
3. knows that radiation, light, and heat are forms of energy used to cook food, treat diseases, and provide energy.

Energy

Standard 1:

The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.3)

1. identifies forms of energy and explains that they can be measured and compared.
2. knows that energy cannot be created or destroyed, but only changed from one form to another.
3. knows the various forms in which energy comes to Earth from the sun (e.g., visible light, infrared, and microwave).
4. knows that energy conversions are never 100% efficient (i.e., some energy is transformed to heat and is unavailable for further useful work).
5. knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature.
6. knows the properties of waves (e.g., frequency, wavelength, and amplitude); that each wave consists of a number of crests and troughs; and the effects of different media on waves.

Standard 2:

The student understands the interaction of matter and energy. (SC.B.2.3)

1. knows that most events in the universe (e.g., weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy.
2. knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago (i.e., nonrenewable fossil fuels).

Force and Motion

Standard 1:

The student understands that types of motion may be described, measured, and predicted. (SC.C.1.3)

1. knows that the motion of an object can be described by its position, direction of motion, and speed.
2. knows that vibrations in materials set up wave disturbances that spread away from the source (e.g., sound and earthquake waves).

Standard 2:

The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.3)

1. knows that many forces (e.g., gravitational, electrical, and magnetic) act at a distance (i.e., without contact).
2. knows common contact forces.
3. knows that if more than one force acts on an object, then the forces can reinforce or cancel each other, depending on their direction and magnitude.
4. knows that simple machines can be used to change the direction or size of a force.
5. understands that an object in motion will continue at a constant speed and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force.
6. explains and shows the ways in which a net force (i.e., the sum of all acting forces) can act on an object (e.g., speeding up an object traveling in the same direction as the net force, slowing down an object traveling in the direction opposite of the net force).
7. knows that gravity is a universal force that every mass exerts on every other mass.

Processes that Shape the Earth

Standard 1:

The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.3)

1. knows that mechanical and chemical activities shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers.
2. knows that over the whole Earth, organisms are growing, dying, and decaying as new organisms are produced by the old ones.
3. knows how conditions that exist in one system influence the conditions that exist in other systems.
4. knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to erosion).
5. understands concepts of time and size relating to the interaction of Earth's processes (e.g., lightning striking in a split second as opposed to the shifting of the Earth's plates altering the landscape, distance between atoms measured in Angstrom units as opposed to distance between stars measured in light-years).

Standard 2:

The student understands the need for protection of the natural systems on Earth. (SC.D.2.3)

1. understands that quality of life is relevant to personal experience.
2. knows the positive and negative consequences of human action on the Earth's systems.

Earth and Space

Standard 1:

The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.3)

1. understands the vast size of our Solar System and the relationship of the planets and their satellites.
2. knows that available data from various satellite probes show the similarities and differences among planets and their moons in the Solar System.
3. understands that our sun is one of many stars in our galaxy.
4. knows that stars appear to be made of similar chemical elements, although they differ in age, size, temperature, and distance.

Standard 2:

The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.3)

1. knows that thousands of other galaxies appear to have the same elements, forces, and forms of energy found in our Solar System.

Processes of Life

Standard 1:

The student describes patterns of structure and function in living things. (SC.F.1.3)

1. understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation.
2. knows that the structural basis of most organisms is the cell and most organisms are single cells, while some, including humans, are multicellular.
3. knows that in multicellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues.

4. knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms.
5. explains how the life functions of organisms are related to what occurs within the cell.
6. knows that the cells with similar functions have similar structures, whereas those with different structures have different functions.
7. knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction.

Standard 2:

The student understands the process and importance of genetic diversity. (SC.F.2.3)

1. knows the patterns and advantages of sexual and asexual reproduction in plants and animals.
2. knows that the variation in each species is due to the exchange and interaction of genetic information as it is passed from parent to offspring.
3. knows that generally organisms in a population live long enough to reproduce because they have survival characteristics.
4. knows that the fossil record provides evidence that changes in the kinds of plants and animals in the environment have been occurring over time.

How Living Things Interact with Their Environment

Standard 1:

The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3)

1. knows that viruses depend on other living things.
2. knows that biological adaptations include changes in structures, behaviors, or physiology that enhance reproductive success in a particular environment.
3. understands that the classification of living things is based on a given set of criteria and is a tool for understanding biodiversity and interrelationships.
4. knows that the interactions of organisms with each other and with the nonliving parts of their environments result in the flow of energy and the cycling of matter throughout the system.
5. knows that life is maintained by a continuous input of energy from the sun and by the recycling of the atoms that make up the molecules of living organisms.

Standard 2:

The student understands the consequences of using limited natural resources. (SC.G.2.3)

1. knows that some resources are renewable and others are nonrenewable.
2. knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed, it impacts the availability of other resources within the system.
3. knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth.
4. understands that humans are a part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems.

The Nature of Science

Standard 1:

The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3)

1. knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.
2. knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects.
3. knows that science disciplines differ from one another in topic, techniques, and outcomes, but that they share a common purpose, philosophy, and enterprise.
4. knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society.
5. knows that a change in one or more variables may alter the outcome of an investigation.
6. recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations.
7. knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study.

Standard 2:

The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3)

1. recognizes that patterns exist within and across systems.

Standard 3:

The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3)

1. knows that science ethics demand that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks.
2. knows that special care must be taken in using animals in scientific research.
3. knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate.
4. knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical, and aesthetic values.
5. understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times, and are an intrinsic part of the development of human culture.
6. knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone.
7. knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.



Time, Continuity, and Change [History]

Standard 1:

The student understands historical chronology and the historical perspective. (SS.A.1.3)

1. understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.
3. knows how to impose temporal structure on historical narratives.

Standard 2:

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.3)

1. understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration).
2. knows how major historical developments have had an impact on the development of civilizations.
3. understands important technological developments and how they influenced human society.
4. understands the impact of geographical factors on the historical development of civilizations.
5. knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations).
6. knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers).

7. knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).
8. knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations

Standard 3:

The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.3)

1. understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors).
2. understands the historical events that have shaped the development of cultures throughout the world.
3. knows how physical and human geographic factors have influenced major historical events and movements.
4. knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance.
5. understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

Standard 4:

The student understands U.S. history to 1880. (SS.A.4.3)

1. knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).
2. knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
3. understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
4. understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).

Standard 5:

The student understands U.S. history from 1880 to the present day. (SS.A.5.3)

1. understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).
2. understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
3. knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).

Standard 6:

The student understands the history of Florida and its people. (SS.A.6.3)

1. understands how immigration and settlement patterns have shaped the history of Florida.
2. knows the unique geographic and demographic characteristics that define Florida as a region.
3. knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
4. understands how the interactions of societies and cultures have influenced Florida's history.
5. understands how Florida has allocated and used resources and the consequences of those economic decisions.

People, Places, and Environments[Geography]

Standard 1:

The student understands the world in spatial terms. (SS.B.1.3)

1. uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
2. uses mental maps to organize information about people, places, and environments.
3. knows the social, political, and economic divisions on Earth's surface.
4. understands how factors such as culture and technology influence the perception of places and regions.
5. knows ways in which the spatial organization of a society changes over time.

6. understands ways in which regional systems are interconnected.
7. understands the spatial aspects of communication and transportation systems.

Standard 2:

The student understands the interactions of people and the physical environment. (SS.B.2.3)

1. understands the patterns and processes of migration and diffusion throughout the world.
2. knows the human and physical characteristics of different places in the world and how these characteristics change over time.
3. understands how cultures differ in their use of similar environments and resources.
4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
5. understands the geographical factors that affect the cohesiveness and integration of countries.
6. understands the environmental consequences of people changing the physical environment in various world locations.
7. knows how various human systems throughout the world have developed in response to conditions in the physical environment.
8. knows world patterns of resource distribution and utilization.
9. understands how the interaction between physical and human systems affects current conditions on Earth.

Government and the Citizen

[Civics and Government]

Standard 1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

1. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
2. understands major ideas about why government is necessary and the purposes government should serve.
3. understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of

legislative, executive, and judicial powers and responsibilities).

4. knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
5. knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.
6. understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

Standard 2:

The student understands the role of the citizen in American democracy. (SS.C.2.3)

1. understands the history of the rights, liberties, and obligations of citizenship in the United States.
2. understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
3. understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).
4. understands what constitutes personal, political, and economic rights and the major documentary sources of these rights.
5. understands how he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she should contact to express his or her opinions or to get help on a specific problem.
6. understands the importance of participation in community service, civic improvement, and political activities.
7. understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Economics

Standard 1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.3)

1. knows the options and resources that are available for consumer protection.
2. understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for six months).
3. understands the variety of factors necessary to consider when making wise consumer decisions.

Standard 2:

The student understands the characteristics of different economic systems and institutions. (SS.D.2.3)

1. understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
2. understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?
3. knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).



Communication

Standard 1:

The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.3)

1. exchanges information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests).
2. interacts with fluent native or non-native users of the target language, with sufficient skill to gather information necessary for a simple project.
3. uses appropriate vocabulary and cultural expressions to express the failure to understand a message and to request additional information (i.e., understands how to bridge gaps in communication in the target language).
4. uses repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.

Standard 2:

The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.3)

1. comprehends and interprets the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).
2. comprehends and interprets the main ideas and details from television, movies, videos, radio, or live presentations produced in the target language.
3. formulates and answers questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.
4. recognizes the relationship between verbal and nonverbal signals in communication, while listening to a live speaker of the target language or while viewing and listening to a mass-media product (i.e., film, video, or concert).

Standard 3:

The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.3)

1. writes various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).
2. provides information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).

Culture

Standard 1:

The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.3)

1. uses appropriate verbal and nonverbal communication for daily activities with peers and adults.
2. participates in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games).
3. recognizes simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (such as school, family, and immediate community).
4. identifies and discusses various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).
5. knows various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.

Connections

Standard 1:

The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.3)

1. uses new information from a target-language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class.
2. uses sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.

Standard 2:

The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.3)

1. uses the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).
2. uses the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target-language tourism publications or target-language sources about the target-language community).
3. uses films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.

Comparisons

Standard 1:

The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.3)

1. understands how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.
2. identifies and uses typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.

Standard 2:

The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.3)

1. understands cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, “coming of age” celebrations, and recreational gatherings).
2. recognizes the similarities and differences between music and songs from the target culture and those in the native culture.
3. recognizes the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).
4. understands selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.

Experiences

Standard 1:

The student uses the language within and beyond the school setting. (FL.E.1.3)

1. knows the major languages other than English that are used in the United States and the geographic regions in which they are most commonly used.
2. knows professional organizations or individuals who use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.



Dance

Skills and Techniques

Standard 1:

The student identifies and demonstrates movement elements in performing dance. (DA.A.1.3)

1. uses appropriate skeletal alignment, strength, flexibility, agility, and coordination in various movement phrases.
2. performs complex dance steps and movements from various dance forms or traditions.
3. creates movement patterns that convey ideas, thoughts, or feelings
4. transfers rhythmic patterns from the aural to the kinesthetic.

Standard 2:

The student understands choreographic principles, processes, and structures. (DA.A.2.3)

1. creates movement sequences with specific choreographic principles (e.g., theme and variation, canon, and rondo).
2. uses improvisations to generate movement for composition and choreography.
3. creates movement sequences that communicate an understanding of structures or forms (e.g., ABA, canon, and narrative) through brief dance studies.
4. knows how to use choreographic processes and structures (e.g., improvisation, sequencing, and chance) to choreograph dance in groups.

Creation and Communication

Standard 1:

The student understands dance is a way to create meaning. (DA.B.1.3)

1. uses movement choices to communicate abstract ideas.

2. uses various elements (e.g., lighting and costume design) to influence the interpretation of a dance.
3. creates dance that reflects and communicates experiences and ideas of personal significance.

Cultural and Historical Connections

Standard 1:

The student demonstrates and understands dance in various cultures and historical periods. (DA.C.1.3)

1. knows the historical role of dance in social and performance situations (e.g., concert and theatre).
2. understands the similarities and differences among movements from various American social dances.
3. knows the role of social, classical, and theatrical dance in contemporary society.

Aesthetic and Critical Analysis

Standard 1:

The student applies and demonstrates critical and creative thinking skills in dance. (DA.D.1.3)

1. understands the concept of revision within the choreographic process.
2. creates and uses a set of aesthetic criteria and applies it in the evaluation of personal and others' work.
3. knows how to formulate and answer aesthetic questions about dance in physical, perceptual, conceptual, and qualitative terms.

Applications to Life

Standard 1:

The student makes connections between dance and healthful living. (DA.E.1.3)

1. uses and applies the concepts of healthy lifestyle choices and methods of conditioning for maximum performance in dance.
2. understands how the discipline of dance contributes to personal growth.

Standard 2:

The student makes connections between dance and other disciplines. (DA.E.2.3)

1. understands the ways in which dance and other disciplines can express similar ideas (e.g., how they can "comment" on political and social issues).
2. understands the ways various media (e.g., technology, music, and visual art) can be used to reinforce, enhance, or alter a dance idea.

Music

Skills and Techniques

Standard 1:

The student sings, alone and with others, a varied repertoire of music. (MU.A.1.3)

1. sings choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
2. sings, with appropriate expression, a repertoire of music literature from various styles and historical periods.
3. performs in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.

Standard 2:

The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.3)

1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control).
2. performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).

Standard 3:

The student reads and notates music. (MU.A.3.3)

1. sight reads music in bass and/or treble clefs written in simple and compound meters.
2. uses notation and symbols to organize musical ideas.
3. writes notation for rhythmic and melodic phrases that have been performed by someone else.

Creation and Communication

Standard 1:

The student improvises melodies, variations, and accompaniments. (MU.B.1.3)

1. improvises simple harmonic accompaniments for a given melody.
2. improvises short melodies over given rhythmic accompaniment.

Standard 2:

The student composes and arranges music within specific guidelines. (MU.B.2.3)

1. uses basic principles of composition to create short pieces for voice and/or instruments using both traditional and non traditional sound sources that express an idea or a feeling.
2. arranges simple pieces for voices or instruments other than those for which the pieces were written.
3. composes short pieces with others that express an idea or a feeling.

Cultural and Historical Connections

Standard 1:

The student understands music in relation to culture and history. (MU.C.1.3)

1. knows the main characteristics of the music of various cultures, historical periods, genres, and composers.
2. knows representative examples of various American music genres.
3. knows the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

Aesthetic and Critical Analysis

Standard 1:

The student listens to, analyzes, and describes music. (MU.D.1.3)

1. identifies major musical themes or patterns which outline the form of a composition.
2. knows basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
3. understands how the elements of music are manipulated to contribute to the expressive quality of music.

Standard 2:

The student evaluates music and music performance. (MU.D.2.3)

1. creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
2. uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

Applications to Life

Standard 1:

The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.3)

1. understands the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pieta).
2. understands how the elements of music connect to other subject areas (e.g., how acoustics connect to science).

Standard 2:

The student understands the relationship between music and the world beyond the school setting. (MU.E.2.3)

1. understands the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
2. uses informed consumer choices concerning music (e.g., appreciation for certain selections, performers, composers based on one's own criteria).
3. understands the role of music, musicians, and performance practices in various cultures.
4. understands the uniqueness of music and its importance in society (e.g., public and private rituals).

Theatre

Skills and Techniques

Standard 1:

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.3)

1. develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).

Standard 2:

The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.3)

1. uses the elements of dramatic form (e.g., plot, character, dialogue, conflict and resolution, and setting) to stage a play.

Standard 3:

The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.3)

1. safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.
2. develops and uses technical sound effects such as microphones, synthesizers, tapes, and CDs to emphasize and enhance the meaning of a play.

Creation and Communication

Standard 1:

The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.3)

1. collaborates with actors to refine original scripts and justify writing choices.

Cultural and Historical Connections

Standard 1:

The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present. (TH.C.1.3)

1. understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.
2. understands the social impact of historical and cultural events on the theatre (e.g., art imitates life; life imitates art).
3. understands the lives, works, and influences of representative theatre artists from various cultures and historical periods.

Aesthetic and Critical Analysis

Standard 1:

The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.3)

1. understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).
2. understands the relationship of plot, conflict, and theme in a play.
3. develops criteria for the evaluation of dramatic texts and performances.
4. understands that theatre experiences involve empathy (e.g., vicarious identification with characters and actions) and aesthetic distance (e.g., recognition that the play is not real life).

Applications to Life

Standard 1:

The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.3)

1. understands the influence various arts media have on theatrical productions.
2. understands the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).
3. knows pertinent skills, discipline, and knowledge needed to pursue careers and recreational opportunities in theatre, film, television, and electronic media.
4. understands the value of collaboration in creating a theatrical production.
5. knows about significant playwrights, performers, directors, and producers and their contributions to theatre.

Visual Arts

Skills and Techniques

Standard 1:

The student understands and applies media, techniques, and processes. (VA.A.1.3)

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.
2. uses refinement and control in handling tools and materials in a safe and responsible manner.
3. understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.
4. creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.

Creation and Communication

Standard 1:

The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.3)

1. knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.
2. knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.
3. understands and distinguishes multiple purposes for creating works of art.
4. knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

Cultural and Historical Connections

Standard 1:

The student understands the visual arts in relation to history and culture. (VA.C.1.3)

1. understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists.
2. understands the role of the artist and the function of art in different periods of time and in different cultures.

Aesthetic and Critical Analysis

Standard 1:

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.3)

1. understands how a work of art can be judged by more than one standard.
2. uses research and contextual information to identify responses to works of art.
3. understands how an artist's intent plays a crucial role in the aesthetic value of an object.

Applications to Life

Standard 1:

The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.3)

1. understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
2. understands the skills artists use in various careers and how they can be developed in art school or college or through internships.
3. understands the various roles of museums, cultural centers, and exhibition spaces.

Health Education & Physical Education

Health Education

Health Literacy

Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

1. knows how body systems work together and influence each other.
2. understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.
3. knows how physical, mental, emotional, and social health interrelate during adolescence.
4. understands how peer pressure can influence healthful choices.
5. understands the relationship between environment and personal health.
6. knows ways in which to reduce risks related to health problems of adolescents.
7. knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death.
8. knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.
9. knows various methods of health promotion and disease prevention.
10. knows eating disorders that adversely affect health.

Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A. 2.3)

1. knows how to analyze the validity of health information, products, and services.

2. knows how to use resources from the home, school, and community that provide valid health information.
3. knows how to locate health products and services.
4. knows how to access a variety of technologies for health information.
5. knows how to compare the costs of health products in order to assess value.
6. identifies situations requiring professional health services.

Responsible Health Behavior

Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

1. knows the importance of assuming responsibility for personal health behaviors.
2. understands the short-term and long-term consequences of safe, risky, and harmful behaviors.
3. knows strategies for managing stress.
4. knows strategies for improving and maintaining personal and family health.
5. knows techniques for avoiding threatening situations.
6. knows injury-prevention and injury-management strategies for personal and family health.

Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

1. knows how messages from media and other sources influence health behavior.
2. knows how information from peers influences health.
3. identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.
4. understands emotional and social health risks caused by prejudice in the community.

Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.3)

1. knows effective verbal and nonverbal communication skills (e.g., body language and eye statements).
2. knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).

3. knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
4. understands how the behavior of family members and peers affects interpersonal communication.
5. demonstrates attentive communication skills (e.g., eye contact and hand and body gestures).
6. knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).
7. understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
8. knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).

Advocate and Promote Healthy Living

Standard 1:

The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.3)

1. knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).
2. understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices).
3. understands the various consequences of health-related decisions.
4. knows strategies and skills needed to attain a personal health goal.
5. knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).
6. knows the outcomes of good personal health habits.
7. knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.

Standard 2:

The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

1. knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).
2. knows ways to effectively express feelings and opinions on health issues.
3. recognizes that there are barriers to the effective communication of feelings and opinions on health

- issues when advocating for healthy living.
4. knows how to influence others to make positive choices.
5. knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
6. knows how to access community agencies that advocate healthy individuals, families, and communities.

Physical Education

Physical Education Literacy

Standard 1:

The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.3)

1. combines skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).
2. uses basic offensive and defensive positioning while playing a modified version of a sport.
3. designs and performs folk and square dance sequences.
4. knows basic skills and safety procedures to participate in outdoor sports.

Standard 2:

The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.3)

1. knows the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).
2. knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.
3. describes the principles of training and conditioning for specific physical activities.
4. knows how to design and refine a routine by combining various movements to music.
5. knows how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

Standard 3:

The student analyzes the benefits of regular participation in physical activity. (PE.A.3.3)

1. knows the potential fitness benefits of various activities.
2. knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.
3. knows what community resources related to fitness are available.

Responsible Physical Activity Behaviors

Standard 1:

The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.3)

1. knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
2. describes and applies the principles of training and conditioning for specific physical activities.
3. knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
4. knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
5. knows how aerobic activity differs from anaerobic activity.
6. understands the relationships between caloric intake and energy expenditure.
7. knows the various ways to promote mobility in each joint.
8. knows how to determine recovery heart rate after exercise.
9. understands and applies formal and informal modes of fitness assessments (e.g., cardiovascular fitness: a mile walk or run is formal assessment, walking a flight of stairs is informal).
10. plans and participates in an individualized fitness program.
11. analyzes the results of fitness assessments to guide changes in a personal fitness program.
12. achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.
13. explores new ways to achieve activity goals in an individual wellness plan (e.g., walking in addition to playing a team sport).

Standard 2:

The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.3)

1. demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).
2. knows the effects of substance abuse on personal health and performance in physical activity.
3. understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.
4. resolves interpersonal conflicts with sensitivity to the rights and feelings of others.

Advocate and Promote Physically Active Lifestyles

Standard 1:

The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.3)

1. knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).
2. knows the contributions that various cultures have made to physical education.

Standard 2:

The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.3)

1. identifies forms of physical activity that provide personal enjoyment.
2. recognizes the aesthetic and creative aspects of performance.
3. understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).
4. knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
5. knows the ways in which exercising at home can assist in improving physical ability and performance.
6. knows various ways to use the body and movement activities to communicate ideas and feelings.



FLORIDA DEPARTMENT OF
EDUCATION

Tom Gallagher
Commissioner

for more information contact:
Division of Public Schools and Community Education
(904) 488-2601
<http://www.firn.edu/doe>