Florida Department of Education

Specifications for the 2019-20 Florida Instructional Materials Adoption

K-12 English Language Arts

*****Adoption suspended until 2020-2021, pending Standards Review, per EO 19-32*****

Introduction

These specifications are based upon Rule changes for 6A-7.0710 that were considered and approved by the State Board of Education in October 2018.

This document specifies the requests for the 2019-20 Florida instructional materials adoption for K-12 English Language Arts (ELA). Publishers should review this information carefully. The criteria contained in the document will serve as the basis for the evaluation of instructional materials bid for adoption.

The K-5 ELA call for adoption is comprised of the courses listed in Table 1 of this document. The 6-12 ELA call for adoption is comprised of the courses listed in Table 2 and 3. Each course has an updated course description available online at www.cpalms.org (the course numbers in Table 1 link to the appropriate course page in CPALMS).

- Materials bid for adoption must clearly and completely align to each of the standards included in the applicable course description to be deemed acceptable for adoption.
- Materials will be thoroughly evaluated to ensure the content is accurate, appropriately rigorous, and comprehensive in their coverage of each of the standards in the course description and the additional criteria outlined in this document.
- Materials should build literacy skills and background knowledge in social studies, science and the arts.
- Special attention should be given to both the version description in CPALMS and any additional notes that are contained in each course description.

This adoption is for materials to be utilized in the classroom in the 2020-21 academic year and later. As such, publishers must be sure to select the course description for the latest available academic year. The latest version of each course description, which should be utilized for developing materials for the 2019-20 ELA adoption, is indicated in Table 1 below.

2019-20 English Language Arts Adoption

Florida will only accept bids for materials designed to serve as the major tool of instruction (which may include ancillary materials) for the courses listed in the tables below.

Table 1(a) Elementary English Language Arts:
(To be bid as a series)

Course Number	Grade Level	Course Name	Course Version
5010041	K	LANG ARTS GRADE K	TBD
5010042	1	LANG ARTS GRADE 1	TBD
5010043	2	LANG ARTS GRADE 2	TBD
5010044	3	LANG ARTS GRADE 3	TBD
5010045	4	LANG ARTS GRADE 4	TBD
5010046	5	LANG ARTS GRADE 5	TBD

Table 1(b) Elementary English Language Arts:

Course Number	Grade Level	Course Name	Course Version
5010020	K-5	Functional Basic Skills in Reading*	TBD
5010030	K-5	Functional Basic Skills in Communication	TBD

*Comprehensive Intervention Reading Plan

Table 2 Middle Grades English Language Arts:

Course Number	Grade Level	Course Name	Course Version
1000000	6-8	M/J Intensive Language Arts*	TBD
1000010	6-8	M/J Intensive Reading (MC)*	TBD
1001010	6-8	M/J Language Arts 1	TBD
1001020	6-8	M/J Language Arts 1, Advanced	TBD
1001040	6-8	M/J Language Arts 2	TBD
1001050	6-8	M/J Language Arts 2, Advanced	TBD
1001070	6-8	M/J Language Arts 3	TBD
1001080	6-8	M/J Language Arts 3, Advanced	TBD
1006000	6-8	M/J Journalism 1	TBD
1007000	6-8	M/J Speech and Debate 1	TBD
1008010	6-8	M/J Reading 1	TBD
1008020	6-8	M/J Reading 1, Advanced	TBD
1008040	6-8	M/J Reading 2	TBD
1008050	6-8	M/J Reading 2, Advanced	TBD
1008070	6-8	M/J Reading 3	TBD
1008080	6-8	M/J Reading 3, Advanced	TBD
1009000	6-8	M/J Creative Writing 1	TBD

*Comprehensive Intervention Reading Plan

Table 3 High School English Language Arts:

Course Number	Grade Level	Course Name	Course Version
1000400	9-12	Intensive Language Arts*	TBD
1000410	9-12	Intensive Reading*	TBD
1001310	9-12	English 1	TBD
1001320	9-12	English Honors 1	TBD
1001340	9-12	English 2	TBD
1001350	9-12	English Honors 2	TBD
1001370	9-12	English 3	TBD
1001380	9-12	English Honors 3	TBD
1001400	9-12	English 4	TBD
1001405	9-12	English 4: College Prep	TBD
1001410	9-12	English Honors 4	TBD
1004300	9-12	Semantics and Logic Honors	TBD
1006300	9-12	Journalism 1	TBD
1006310	9-12	Journalism 2	TBD
1006375	9-12	Social Media 1	TBD
1007300	9-12	Speech 1	TBD
1007330	9-12	Debate 1	TBD
1008300	9-12	Reading 1	TBD
1008310	9-12	Reading 2	TBD
1008330	9-12	Reading 3	TBD
1008350	9-12	Reading for College Success	TBD
1009320	9-12	Creative Writing 1	TBD
1009330	9-12	Creative Writing 2	TBD

*Comprehensive Intervention Reading Plan

Instructional Materials: K-5 English Language Arts

Materials submitted for the 2019-2020 K-5 language arts adoption must pay attention to, and meaningfully incorporate, the following concepts in order to be considered fully aligned to the standards and appropriate for state adoption.

Florida Statutes Regarding Reading

In 2017, Florida statute dealing with the Just Read, Florida! Office was amended to require that the Office, through the Department:

Section 1001.215, F.S., **Just Read, Florida! Office**. - There is created in the Department of Education the Just Read, Florida! Office. The office is fully accountable to the Commissioner of Education and shall:
(4) Develop and provide access to sequenced, content-rich curriculum programming, instructional practices, and resources that help elementary schools use state-adopted instructional materials to increase students' background knowledge and literacy skills, including student attainment of the Next Generation Sunshine State Standards for social studies, science, and the arts.
(8) Work with the Florida Center for Reading Research to identify scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.

Section 1011.67(2) F.S., Beginning July 1, 2021, for core reading materials and reading intervention materials used in kindergarten through grade 5, that the materials meet the requirements of s. 1001.215 (8). This paragraph does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice.

Literary and Informational Texts with Balanced Coverage of Topics

In order to build background knowledge and literacy skills, Florida is using a 50/50 split of informational and literary texts. Fifty percent of the instructional materials text should be informational and aligned to NGSSS in social studies, science and the arts. Acceptable text types for informational texts include primary sources, secondary sources, functional materials and literary nonfiction. Please see the Grade 5 Florida Standards Assessments (FSA) English Language Arts Item Specifications, page 41, for text type suggestions. The remaining fifty percent should be literary fiction. Topics should include benchmarks as listed in the social studies, science and the arts content topics spreadsheets, attached.

All topics included in the attachments for social studies and science are expected to be included in the informational texts of the materials. These topics were largely selected based on the following factors: a required course for promotion in middle grades, an assessed course or a required course for high school graduation. Therefore, building content knowledge in these courses is critical to the matriculation and graduation of our students.

A balanced coverage of the arts is expected within the informational and literary texts. Reading passages within topics listed under the arts are listed as examples. Each grade level for the arts should include at least one of the four arts content areas and one of the topic areas so that the K-5 series incorporates all arts content and topics by the end of grade 5. Cross-curricular integration of topics should be employed when appropriate and a balanced coverage of topics is expected.

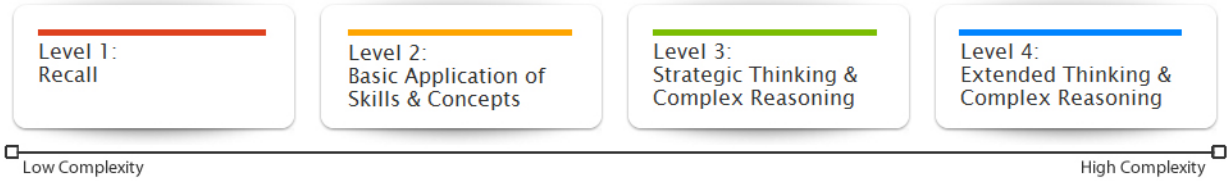
In addition, a comprehensive K-2, 3-5, or K-5 reading component of the English language arts program series will contain systematic [sequential], explicit instruction in phonological awareness, phonics, fluency, vocabulary, comprehension and incorporate decodable or phonetic text instructional strategies. To include meaningful experiences with excellent literature and informational text to build comprehension and enjoyment of print.

Publishers will be expected to create a correlation document to include subject, each topic listed under subject, benchmark covered and its corresponding text in the materials. Topic correlations should also

include percentage of coverage for each topic. This document, along with the full course standards correlation, will be provided to state reviewers during the adoption review process.

Depth of Knowledge (DOK)

Florida has adopted Webb's four-level Depth of Knowledge model of content complexity as a means of classifying the cognitive demand presented by the Florida standards. Content complexity considers factors such as prior knowledge, processing of concepts and skills, sophistication, number of parts, and application of content structure required to meet an expectation or to attain an outcome. Content complexity increases as the levels progress from Level 1 Recall to Level 4 Extended Thinking. The DOK Levels are identified for each standard. The treatment of the standards within the instructional material must be appropriate to the DOK Level assigned. For information regarding DOK, please visit cpalms.org or see the Content Complexity Florida Standards.



Florida Standards Implementation Guide:

- **Complex Texts & Academic Vocabulary**

The Language Arts Florida Standards (LAFS) outline a progressive development of reading comprehension so that all students advancing through the grades are prepared to read literature and literary nonfiction independently and proficiently. The LAFS progression underscores the growing complexity of the texts that all students must read to be ready for college and career. Through the authentic teaching and learning of speaking, listening, reading, writing and language standards all students acquire and use vocabulary in and across subject areas.

- **Building Knowledge**

The Language Arts Florida Standards (LAFS) include separate standards for reading literature and informational text in grades K-12. Reading standards for literacy in history/social studies and reading standards for literacy in science and technical subjects are included at the secondary level (6-12). The LAFS build student content knowledge across grade levels and subject areas through the inclusion of teaching and learning with informational texts. Content-rich texts and appropriate standards-based instruction provides all students with extensive opportunities to develop strong general knowledge, acquire vocabulary and learn about the world around them on their path to college and career readiness.

- **Text Based Evidence**

The Language Arts Florida Standards (LAFS) require all students to engage in evidence-based speaking, listening, reading and writing. Beyond engaging students in tasks that emphasize prior knowledge and personal experience, the LAFS emphasize citing and integrating evidence from multiple texts and different mediums to accurately produce and synthesize information, engage in analysis and support claims/controlling ideas for a range of discipline-specific tasks, purposes and audiences.

Instructional Materials Review

To ensure instructional materials are grade appropriate, of good quality and content, and aligned to applicable Florida Standards, each material will be evaluated based on compliance to s. 1001.215(4), F.S. In order to be considered for state adoption, materials must meet evaluation criteria as outlined above and recommended at each level.

1. Evaluation Criteria:
    a. Content Evaluation – Coverage of topics.
    b. Reading Evaluation – Quality of reading materials.
2. State Review:
    a. State Adoption Review – This review will check alignment to Florida Standards and usability of instructional materials. Review is performed by state reviewers as outlined in s. 1006.29, F.S.

PROGRAM DESIGN

It is important that the program meets the needs of Florida's students and teachers. A number of different components included in the evaluation document capture the overall quality of the program's design. It is important that the program design include access for all students including English Language Learners (ELL) and students with disabilities.

For ELLs, features are important in establishing the readability of instructional material language and concepts including:

- language that clarifies, simplifies, and explains information
- transition words such as "yet," "also," "next," "for example," "moreover" or "however"
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures and avoidance of both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information
- chunking text
- visuals that are relevant, clear, vivid and simple enough for students to understand
- quantity of visuals suitable for the intended students
- visuals that contain information in a form different from the text
- graphs, charts, maps and other visual representations integrated at their point of use.

Instructional materials should include multilingual glossaries/dictionaries with content area vocabulary translated into Florida's primary languages: Spanish, Haitian-Creole, Portuguese, Vietnamese, French, Arabic, Chinese, Russian, Tagalog and Urdu.

For ESE students, all special education students are entitled to grade level accessible instructional materials, therefore publishers who submit material for consideration will be required to incorporate strategies, materials, activities, accessibility, etc. that consider the special needs of these students. In providing for students with special needs, Florida evaluators should consider the guidelines and information provided by the National Center on Universal Design for Learning at www.UDLCenter.org.

Providing access in a timely manner to both appropriate and accessible instructional materials (AIM) is an inherent component of the provision of a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act of 2004 (IDEA) for students with disabilities (34 Code of Federal Regulations [CFR] 300.210(b)(3)). The individual educational plan (IEP) team is responsible for determining if a student needs accessible instructional materials, the format of such materials, and the necessary related accommodations for the student to participate in the general curriculum. One way to provide AIM is by ensuring that programs include flexible digital instructional materials.

Flexible Digital Instructional Materials

All instructional materials must be provided in formats that are appropriate and accessible for students with disabilities and struggling students to ensure that all students can effectively and independently complete instructional activities addressing the Florida standards. The following are features that should be available in all digital and online instructional materials.

Presentation Features

- Fonts can be adjusted in type and size.
- Font colors and background colors can be adjusted.
- High contrast color settings are available.
- Text-to-speech tools are included or text can be selected and used with text-to-speech utilities.
- Text-to-speech tools read math formulas correctly.
- All images have alt tags.
- All videos are captioned.
- Text, image tags, and captioning can be sent to refreshable Braille displays.

Navigation Features

- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.
- All navigation elements and menu items have keyboard shortcuts.
- All navigation information can be sent to refreshable Braille displays.

Study Tools

- Highlighters are provided in the 4 standard colors (yellow, rose, green, blue).
- Highlighted text can be automatically extracted into another document.
- Note taking tools are available for students to write ideas online as they are processing curriculum content.
- Resizable digital calculators are available in all math materials.

Assistive Technology Supports

- Assistive technology software can be run in the background. Examples include:
    1. Magnification
    2. Text-to-speech
    3. Text-to-American Sign Language
    4. On-screen keyboards
    5. Switch scanning controls
    6. Speech-to-text

Flexible digital materials can also support all students within a Universal Design for Learning framework, not just students with disabilities. A feature that supports a student with a disability can also be used by other students. For example, text-to-speech and text-to-audio tools can be used as a reading scaffold for any student who struggles with decoding text. These tools can also be used by gifted students to convert print to audio so they can listen to the content while multi-tasking. Being able to adjust the size of menus and navigation elements helps students who are using switch systems to control a computer as well as help any students use the instructional materials on smaller screens, such as a mobile device or tablet.

Major Priorities for Instructional Materials - Content, Presentation, Learning

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.

Content

In addition to the above mentioned specifications, other features of content coverage have received progressively more attention over the past decade. These features include:

A. Alignment with Curriculum Requirements
B. Level of Treatment of Content
C. Expertise for Content Development
D. Accuracy of Content
E. Currentness of Content
F. Authenticity of Content
G. Multicultural Representation
H. Humanity and Compassion

The following sections describe the presentation features expected for each of these areas.

A. Alignment with Curriculum Requirements

Content must align with the state's standards for the subject, grade level, and learning outcomes. See Sections 1006.34(2)(b); 1006.38(3)(b); 1006.31(2), Florida Statutes.

Correlations: Publishers are expected to provide correlation reports in the provided form to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard.

Scope: The content should address Florida's required curriculum standards for the subject, grade level and learning outcomes, including thinking and learning skills.

Completeness: The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage and be free of unrelated facts and information that would detract from achievement of Florida's standards.

B. Level of Treatment of Content

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level and time periods allowed for teaching. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

Objectives: Content should be simple, complex, technical or nontechnical enough for the intended objectives.

Students: Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time: The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

C. Expertise for Content Development

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers and sources that contributed to the development of the materials. See Section 1006.38(14), Florida Statutes.

Authorship: The authors, consultants and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources: Primary and secondary sources should reflect expert information for the subject, such as relevant data from research journals, and other recognized scientific sources. The type of sources considered appropriate will vary with the particular subject area.

D. Accuracy of Content

Content must be accurate in historical context and contemporary facts and concepts. See Sections 1006.38(8); 1006.31(2); 1006.35, Florida Statutes.

Objectivity: Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or

opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness: The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent theories, major concepts, laws, standards and models used within the discipline of the subject area.

Correctness: Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos and all other components of the instructional materials.

E. Currentness of Content

Content must be up-to-date for the academic discipline and the context in which the content is presented. See Sections 1006.38(8); 1006.31(2), Florida Statutes.

Dates or editions: Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. Subsequent editions should reflect more up-to-date information than earlier editions.

Informed examination of the text, narrative and visuals contained in the materials provides the most direct information about currentness of the materials.

Context: Text or narrative, visuals, photographs and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.
- At all times the context should be relevant to the learner, to the Curriculum Frameworks, and to the concept presented.

F. Authenticity of Content

Content should include problem-centered connections to life in a context that is meaningful to students. See Sections 1006.31(2); 1006.34(2)(b); 1003.42, Florida Statutes.

Life connections: Instructional materials should include connections to the student's life situations in order to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services and leisure or recreation.

Interdisciplinary treatment: Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines. Examples of approaches to interdisciplinary connections include: explanations and activities for using skills and knowledge from other academic disciplines; assignments that require students to relate learning from other disciplines rather than to isolate knowledge or skills; the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction).

G. Multicultural Representation

Portrayal of gender, ethnicity, age, work situations and various social groups must include multicultural fairness and advocacy. See Sections 1003.42; 1006.31(2)(a); 1006.34(2)(b), Florida Statutes.

Multicultural fairness: Through balanced representation of cultures and groups in multiple settings, occupations, careers and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race or religion. It is not the number of pages devoted to diversity, equity or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy: The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H. Humanity and Compassion

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. See Sections 1003.42; 1006.31(2)(c); 1006.34(2)(b), Florida Statutes.

Inclusion of compassion: When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity: In the context of personal and family values, Florida expressly prohibits material containing hard-core pornography. In addition, although the definition of inhumane treatment can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. Comprehensiveness of student and Teacher Resources
B. Alignment of Instructional Components
C. Organization of Instructional Components
D. Readability of Instructional Materials
E. Pacing of Content
F. Ease of Use of Materials

The following sections describe the presentation features expected for each of these areas.

A. Comprehensiveness of Student and Teacher Resources

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. See Sections 1006.29(2); 1006.34(2)(b), Florida Statutes.

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources: Student materials typically include the major resource or program with text or narration, visuals, assignments and assessments. Formats may include print, audio, visual, computer or other media like CDs, DVDs, PPTs or software adaptable for Smart Boards.

- Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers and pictures) with the topic being studied.

Items that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

- Review and practice activities might include participation activities such as digital simulations, role-playing situations, investigations and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include digital education games, student tutorials, worksheets, workbooks, journals, lab books, lab logs, charts or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.
- Review works best as a logical extension of content, goals, objectives and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.
- Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources: Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary materials (print or digital) with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. In-service training, workshops and consulting services should be made available by publishers to support teachers in implementing instructional materials. Professional development is essential to the success of any program, especially when a program contains non-traditional elements. Publishers should clearly indicate the recommended amount and types of professional development that they will provide, and they should work with districts and schools to ensure that teachers receive the support that they need. The materials for the teacher should support continued teacher learning.

Support, guidelines, resources or features such as the ones described below should be available to help teachers effectively implement materials in classroom and school settings.

- Components and materials are easy to use: Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources and environment; clearly labeled grade, lesson, content, and other information to identify components; and correct specifications for making instructional media and electronic programs work effectively.
- Materials support lesson planning, teaching and learning: Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, safety procedures, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; and suggestions for parental and community involvement.

- Suggestions are provided for adapting instruction for varying needs: Examples include alternative approaches to teaching, pacing and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, hands-on investigations, explorations and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.
- Guidelines and resources are provided on how to implement and evaluate instruction: Examples include answers to work assignments, practice activities, and tests; sample projects or research results; suggestions for using learning tasks for classroom assessment; and guidelines for alternative assessments, such as sample checklists, rubrics, peer or performance assessments and portfolios.
- Resources are provided to use in classroom activities: Examples include technology resources; lists of resources and references, reading strategies, materials to use for displays or photocopies, classroom management strategies and documentation on how to manage the entire instructional program; and in-service workshops or consultation support from the publisher.

B. Alignment of Instructional Components

All components of an instructional package must align with each other, as well as with the curriculum. See Sections 1006.34(2)(b), Florida Statutes.

All components of an instructional package—teacher's edition and materials, student's edition and materials, workbook, supplementary materials and others—must be integrated and interdependent and must correspond with each other. For example, support materials in the teacher's edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. Organization of Instructional Materials

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences. See Section 1006.34(2)(b), Florida Statutes.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading or browsing. Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content: Some features help in searching and locating information, such as a table of contents; pull-down menu or sitemap of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; and

introductions, key concepts and themes, visual cues, illustrations, labeled examples and labeled reviews or summaries.

Visible structure and format: At-a-glance features should signal the organization of content. The following features are desirable:

- Chapter or unit titles and/or frames;
- Headings and subheadings;
- Typographic cues such as bold, italics or changes in size of type;
- Divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons or color cues;
- Diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment. Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization: The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice and conflict-inside view-structure.

D. Readability of Instructional Materials

Narrative and visuals should engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

Language style: Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a readability formula of one type or another. These formulas tend to focus only on a few countable characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as: organized, coherent text language and concepts familiar to the student; language that clarifies, simplifies, and explains information; transition words such as "yet," "also," "next," "for example," "moreover," or "however;" other phrases that create logical connections; words with concrete and specific images; active rather than passive voice; varied sentence structures and avoid both choppy

sentences and unnecessary words; and specific questions or directions to guide student attention to visuals or key information.

Visual features: Visual features that improve readability include print that is dark and clear, with good contrast paper with clean-cut edges without glare, or computer screens without glare margins wide enough on a page or screen to allow easy viewing of the text chunking (sentence ends on same page as it begins); visuals that are relevant, clear, vivid and simple enough for students to understand quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals; unjustified text (ragged on the right) rather than justified (lined up on the right); visuals that contain information in a form different from the text; graphs, charts, maps and other visual representations integrated at their point of use; and colors, size of print, spacing, quantity and type of visuals suitable for the abilities and needs of the intended students.

E. Pacing of Content

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

It is important that materials contain "bite-size" chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. Ease of Use of Materials

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time. See Sections 1006.29(4); 1006.38(3)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9), Florida Statutes.

Warranty: The actual physical and technical qualities of materials should match the description contained in the publisher's warranty.

Use: Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly without the purchase of additional software and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CDs, Internet sites and transparencies may serve instructional purposes well but have little value unless they can be implemented with the school's equipment. Publishers should include training, in-service, and consultation to help in effective use of the materials.

Durability: Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as high-quality paper, ink, binding, and cover back, joints, body block and individual pages; worry-free technology that runs properly, with easy to hear, see and control audio and visuals; and the publisher's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials.

Cost: Florida's Commissioner of Education will consider the impact of cost in making final decisions. Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

A. Motivational Strategies
B. Teaching a Few "Big Ideas"
C. Explicit Instruction
D. Guidance and Support
E. Active Participation
F. Targeted Instructional Strategies
G. Targeted Assessment Strategies

The following sections describe the learning features expected for each of these priority areas.

A. Motivational Strategies

Instructional materials must include features to maintain learner motivation. See Sections 1006.31(2); 1006.34(2)(b); 1006.38(4), Florida Statutes.

Expectations: Materials should positively influence the expectations of students. Examples include: positive expectations for success; novel tasks or other approaches to stimulate intellectual curiosity; meaningful tasks related to student interests, cultural backgrounds and developmental levels; activities with relevance to the student's life; thought-provoking challenges such as paradoxes, dilemmas, problems, controversies and questioning of traditional ways of thinking; challenges that are neither too difficult to achieve nor so easy that students become bored; hands-on tasks in a concrete context, and images, sounds, analogies, metaphors or humorous anecdotes; and variety, including the opportunity for students to ask their own questions, set their own goals and make other choices during learning.

Feedback: Materials should include informative and positive feedback on progress. Examples include: frequent checks on progress, including testing; explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes and/or different approaches to use; and varied forms of assessments (self-assessment, peer assessment and some learning tasks without formal assessments).

Appearance: Materials should have an appearance generally considered attractive to the intended students.

B. Teaching a Few "Big Ideas"

Instructional materials should thoroughly teach a few important ideas, concepts or themes. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

Focus: Thoroughly teaching a few big ideas provides focus for the learner's attention. It provides an organizing framework for integrating new information.

Completeness: The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines and the thinking and learning skills required for achieving the specified learning outcomes.

C. Explicit Instruction

Instructional materials must contain clear statements of information and outcomes. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

Clarity of directions and explanations: To support success in learning, instructional materials should include clear presentation and explanations of purposes, goals and expected outcomes, concepts, rules, information and terms, models, examples, questions and feedback.

For example, development of specific thinking skills requires an explicit statement of the particular thinking skills to be learned, along with the strategies or steps to follow. Explicit instruction for thinking skills might also involve showing examples of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about when and how to do activities such as note taking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity: Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

D. Guidance and Support

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

Level: The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as scaffolding. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much support can squelch student interest and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features: organized routines; advance organizers or models such as condensed outlines or overviews, simplified views of information, visual representations of new information during initial instruction, sample problems, questions to focus on key ideas or important features; examples of solved problems; explanations of how the problems were solved; examples of finished products or sample performances; analogies, metaphors, or associations to compare one idea to another; prompts or hints during initial practice; step-by-step instructions; immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer; simulations with features for realistic practice; and opportunities for students to do research; and to organize and communicate results.

Adaptability: Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and over-generalize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students include a variety of activities such as structured and unstructured activities; independent and group work, teacher-directed and discovery learning, visual and narrative instruction, hands-on activities, open-ended activities, practice without extrinsic rewards or grades; simple, complex, concrete and abstract examples; variable pacing or visual breaks; and a variety of modalities for the various learning styles of students, such as linguistic-verbal, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal and naturalist.

E. Active Participation of Students

Instructional materials must engage the physical and mental activity of students during the learning process. See Sections 1006.31(2); 1006.34(2)(b), Florida Statutes.

Assignments: Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses: Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish types of activities that include: respond orally or in writing; create visual representations (charts, graphs, diagrams and illustrations); generate products; generate their own questions or examples; think of new situations for applying or extending what they learn; complete discovery activities; add details to big ideas or concepts from prior knowledge; form their own analogies and metaphors; practice lesson-related tasks, procedures, behaviors or skills; and/or choose from a variety of activities.

F. Targeted Instructional Strategies

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. See Sections 1006.31(2); 1006.34(2)(b); 1003.42, Florida Statutes.

Alignment: Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness: Not only should strategies be aligned, they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary: Researchers sometimes use different terms for some similar outcomes. For example, thinking skills and metacognition refer to some of the same types of skills. The following

alphabetical list includes terms as they appeared in research, even though some terms clearly overlap with each other:

- attitudes
- cognitive strategies
- comprehension/understanding
- concepts
- creativity
- critical thinking
- insight
- metacognition
- motor skills
- multiple intelligences
- problem solving
- procedural knowledge, principles, and rules
- scientific inquiry
- thinking skills
- verbal information, knowledge or facts

The following section summarizes the research findings for each of these types of learning outcomes in regards to effective teaching strategies:

- Teach *Attitudes*
  - Explain and show consequences of choices, actions, or behaviors.
  - Provide relevant human or social models that portray the desired choices, actions or behaviors.
- Teach *Reading*
  - Monitor and reflect upon the effectiveness of the reading process used.
  - Provide appropriate reading strategies.
  - Link instruction to effective reading.
- Teach *Cognitive Strategies*
  - Monitor and reflect upon the effectiveness of the reading process used.
  - Encourage and/or teach:
    - Organizing and summarizing information;
    - Self-questioning, self-reflection and self-evaluation;
    - Reference skills; and
    - When and how to use these different skills.
- Teach *Comprehension/Understanding*
  - Outline, explain, or visually show what will be read/learned in a simple form.
  - Explain with concrete examples, metaphors, questions or visual representations.
  - Require students to relate new readings to previously learned information.
  - Require students to paraphrase or summarize new information as it is read.

    - Require students to construct a visual representation of main ideas (map, table, graphs, Venn diagram, etc.).
    - Give students opportunities to add details, explanations or examples to basic information.
    - Require application of knowledge or information.
- Teach *Concepts*
    - Provide clear understanding of each concept.
    - Point out important and features or ideas.
    - Point out examples of the concept, showing similarities and differences.
    - Include practice in organizing and classifying concepts.
    - Include a wide range of examples in a progressive presentation from simple to more complex examples.
    - Emphasize relationships between concepts.
- Teach *Creativity*
    - Provide examples of creativity.
    - Include models, metaphors, and analogies.
    - Encourage novel approaches to situations and problems.
    - Show and provide practice in turning a problem upside down or inside out or by changing perceptions.
    - Encourage brainstorming.
    - Include open-ended questions and problems.
    - Provide opportunities of ungraded, unevaluated creative performance and behavior.
- Teach *Critical Thinking*
    - Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas and attitudes.
    - Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
    - Include practice in detecting mistakes, false analogies, relevant vs. irrelevant issues, contradictions, discrepant events and predictions.
    - Provide practice in drawing inferences from observations and making predictions from limited information.
    - Explain and provide practice in recognizing factors or biases that may influence choice and interpretations such as culture, experience, preferences, desires, interests and passions, as well as systematic thinking.
    - Require students to explain how they form new conclusions and how and why present conclusions may differ from previous ones.
- Teach *Inquiry*
    - Emphasize technological design as inquiry and include discovery activities.
    - Provide opportunities for experimental design.
    - Provide opportunities for critical thinking.
    - Facilitate the collection, display and interpretation of data.
    - Promote careful observation, analysis, description and definition.
- Teach *Metacognition*

    - Explain different types of thinking strategies and when to use them.
    - Encourage self-evaluation and reflection.
    - Include questions that challenge students to wonder why they are doing what they are doing.
    - Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.
- Teach *Technology*
    - Provide a mental and physical model of desired performance.
    - Describe steps in the performance.
    - Provide practice with kinesthetic and corrective feedback (coaching).
- Teach *Multiple Intelligences/Learning Modalities*
    - Visual learning modality focuses on seeing, watching and looking.
    - Auditory learning modality focuses on hearing and responding to verbal information and instructions.
    - Motor/kinesthetic learning modality focuses on active involvement and hands-on activities.
    - Verbal-linguistic dimension focuses on reasoning with language, rhythms and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme and song).
    - Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
    - Musical dimension focuses on appreciation and production of musical pitch, melody and tone.
    - Spatial dimension focuses on activities of perceiving and transforming perceptions.
    - Bodily kinesthetic dimension focuses on use and control of body and objects.
    - Interpersonal dimension focuses on sensing needs, thoughts and feelings of others.
    - Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts and feelings.
    - Naturalist dimension focuses on appreciation of nature and the environment and on comparing, contrasting, and classifying attributes.
- Teach *Problem Solving*
    - Assure student readiness by diagnosing and strengthening related concept, rule and decision-making skills.
    - Provide broad problem-solving methods and models.
    - Include practice in solving different types of problems.
    - Begin with highly structured problems and then gradually move to less structured ones.
    - Use questions to guide thinking about problem components, goals and issues.
    - Provide guidance in observing and gathering information, asking appropriate questions and generating solutions.
    - Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.
- Teach *Procedural Knowledge, Principles, and Rules*
    - Define context, problems, situations, or goals and appropriate procedures.

    - Explain reasons that procedures work for different types of situations.
    - Define procedures—procedures include rules, principles and/or steps.
    - Provide vocabulary and concepts related to procedures.
    - Demonstrate step-by-step application of procedures.
    - Explain steps as they are applied.
    - Include practice in applying procedures.
- Teach *Scientific Inquiry*
    - Explain process and methods of scientific inquiry.
    - Explain and provide examples of (a) hypotheses formation, (b) valid procedures, (c) isolating variables, (d) interpretation of data and (e) reporting findings.
    - Encourage independent thinking and avoidance of dead ends or simplistic answers.
    - Require students to explain, verify, challenge and critique the results of their inquiry.
- Teach *Thinking Skills*
    - Introduce different types of thinking strategies.
    - Explain context or conditions of applying different strategies.
    - Provide definitions, steps and lists to use in strategies.
    - Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility and accuracy.
    - Emphasize persisting when answers are not apparent.
    - Provide practice in applying, transferring and elaborating on thinking strategies.
    - Integrate metacognitive, critical and creative-thinking skills.
- Teach *Verbal Information, Knowledge or Facts*
    - Provide a meaningful context to link new information and past knowledge.
    - Organize information into coherent groups or themes.
    - Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images and rhymes.
    - Identify main ideas, patterns or relationships within information or sets of facts.

G. Targeted Assessment Strategies

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes. See Sections 1006.31(2); 1006.34(2)(b); 1006.38(4), Florida Statutes.

Alignment: The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term “assessment,” as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of

question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness: In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner's performance with regard to the targeted outcome. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to use the rule.

Research summary: The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section:

- Assess *Attitudes:*
    - Provide various situations.
    - Require choices about behaviors.
- Assess *Cognitive Strategies*
    - Provide learning tasks.
    - Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
    - Require students to discuss and explain methods used for various learning tasks.
- Assess *Comprehension/Understanding*
    - Provide topic.
    - Require summary or restatement of information.
    - Provide new context.
    - Require application of information.
    - Provide several statements using words different from the initial teaching.
    - Require identification of the correct meaning.
- Assess *Concepts*
    - Provide new examples and non-examples.
    - Require identification or classification into the correct categories.
- Assess *Creativity*
    - Provide new problems to "turn upside down," study or resolve—these could be performances, presentations or products.
    - Require products or solutions to fit within the particular functions and resources.
    - Provide situations requiring novel approaches.
- Assess *Critical Thinking*
    - Require students to evaluate information or results.
    - Require the use of analysis and research.
- Assess *Insight*
    - Provide situations for inquiry and discovery.
    - Provide situations for manipulation.
- Assess *Metacognition*
    - Provide different situations or problems.
    - Require students to identify types of thinking strategies to analyze and evaluate their own thinking.

- Assess *Multiple Intelligences/Learning Modalities*
    - Provide situations in the multiple intelligence/learning modalities that are targeted, e.g., verbal-linguistic, musical, or other learning modalities.
    - Provide situations in several multiple intelligence/learning modalities, to allow choice.
    - Require performance in the targeted or chosen multiple intelligence/learning modality.
- Assess *Motor Skills*
    - Provide situations and resources for performance of the skill.
    - Include checklist for evaluation.
- Assess *Problem Solving*
    - Require students to choose types of problem-solving strategies for different situations.
    - Require solutions to structured and unstructured, simple and complex problems.
- Assess *Procedural Knowledge, Principles and Rules*
    - Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
    - Require students to state procedures, principles or rules.
    - Require students to choose which procedures, principles or rules to apply in different situations.
    - Provide situations that require students to demonstrate the correct use of procedures, principles or rules with routine problems.
- Assess *Scientific Inquiry*
    - Provide situations or problems that require speculation, inquiry and hypothesis formation.
    - Provide research, hands-on activities and conclusions.
- Assess *Thinking Skills*
    - Require students to summarize different types of thinking strategies.
    - Provide situations that require students to choose the best type of thinking strategy to use.
    - Require students to detect instances of open vs. closed-mindedness.
    - Require students to detect instances of responsible vs. irresponsible and accurate vs. inaccurate applications of thinking strategies.
    - Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.
    - Require students to apply specific thinking strategies to different real-world situations.
- Assess *Verbal Information, Knowledge, or Facts*
    - Require students to recall information.
    - Require students to restate information.
    - Require students to understand information.

Requirements for Production of Accessible Instructional Materials

Instructions for preparing electronic files required for production of instructional materials in Braille and other accessible formats in a timely fashion.

Statutory Authorization

Section 1003.55(5), Florida Statutes states that, "….any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

Section 1006.29(3), Florida Statutes states that, "Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format. For purposes of this section, the term: (a) 'Electronic format' means text-based or image-based content in a form that is produced on, published by, and readable on computers or other digital devices and is an electronic version of a printed book, whether or not any printed equivalent exists. (b) 'Digital format' means text-based or image-based content in a form that provides the student with various interactive functions; that can be searched, tagged, distributed, and used for individualized and group learning; that includes multimedia content such as video clips, animations, and virtual reality; and that has the ability to be accessed at anytime and anywhere. The terms do not include electronic or computer hardware even if such hardware is bundled with software or other electronic media, nor does it include equipment or supplies."

Section 1006.38(15), Florida Statutes states that, "Grant, without prior written request, for any copyright held by the publisher or its agencies automatic permission to the department or its agencies for the reproduction of instructional materials and supplementary materials in braille, large print, or other appropriate format for use by visually impaired students or other students with disabilities that would benefit from use of the materials."

Objective

Electronic formats are needed to accelerate the production of instructional materials in Braille, large print and other appropriate accessible formats. These accessible formats are used by visually impaired students or other students with disabilities utilizing specialized translation software and peripheral devices. Access to Braille, enlarged print, audio, and digital materials including web-based online applications is crucial to the successful inclusion of students with disabilities in the classroom. The objective of these statutes is to prompt publishers to provide instructional materials data in an electronic format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of providing files in the current version of: EPub3, HTML5 or MathML3 (as appropriate). Instructional materials that contain mathematical and scientific instructional content are to be marked up by using the MathML3 module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium web site: http://www.daisy.org/z3986/structure/SG-DAISY3/index.html.

By April 1, of each year, publishers of adopted student textbooks for instructional materials must be able to provide the approved electronic formats UPON REQUEST. The requested electronic files shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI), 4210 West Bay

Villa Avenue, Tampa, Florida 33611; (813) 837-7826; in Florida WATS (800) 282-9193 or (813) 837-7979 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

Federal Requirements for the National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Accessibility Standard (NIMAS) guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech. A National Instructional Materials Access Center (NIMAC) has been established to receive and catalog publishers' electronic files of print instructional materials in the NIMAS format.

These files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Under these guidelines, "textbook" means the principal tool of instruction such as state-adopted instructional materials used in the classroom. It is a printed book or books that contain most, if not all, of the academic content a student needs to learn to meet the State or Local Education Agency's curriculum requirements for that subject area. "Related core materials" are printed materials, other than textbooks, designed for use by students in the classroom in conjunction with a textbook and which, together with the state adopted textbook, are necessary to meet the curriculum requirements for the intended course. The materials should be directly related to the textbook and wherever possible they should be published by the publisher of the textbook. Related core materials do not include materials that are not written and published primarily for use by students in the classroom (e.g., trade books not bundled with the textbook, newspapers, and reference works) or ancillary or supplemental materials that are not necessary to meet the curriculum requirements for the intended course. For purposes of these definitions, the term "curriculum requirements for the intended course" refers to relevant curriculum standards and requirements as established by a state educational agency or local educational agency.

The details of the metadata elements required as part of the NIMAS File set will be found at http://www.nimac.us/pdf/NIMAC_Metadata1.pdf. Please note that some elements are required, while others are optional. Some fields also allow for multiple entries (e.g., subject terms).

Complete information concerning NIMAS and NIMAC can be found at http://aim.cast.org and http://www.nimac.us. (IDEA-2004).

Questions from publishers concerning electronic files in Florida can be directed to Leanne Grillot at Leanne.Grillot@fldoe.org

CONTACT INFORMATION AND LINKS

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Instructional Materials Website
http://www.fldoe.org/academics/standards/instructional-materials

Social Studies

Content Topics/Benchmarks

for

ELA 2019-20 State Adoption

Social Studies Content Topics/Benchmarks for ELA 2019 State Adoption

Grade K

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Historical Knowledge	SS.K.A.2.1 Compare children and families of today with those in the past. SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures. SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. SS.K.A.2.5 Recognize the importance of U.S. symbols.	• Celebrations and national holidays • U.S. symbols
Civics and Government	Foundations of Government, Law, and the American Political System	SS.K.C.1.1 Define and give examples of rules and laws, and why they are important. SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.	• Rules and laws at home, school, and community
Civics and Government	Civic and Political Participation	SS.K.C.2.1 Demonstrate the characteristics of being a good citizen. SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. SS.K.C.2.3 Describe fair ways for groups to make decisions.	• Characteristics of being a good citizen • Conflict resolution • Group decision making

Social Studies Content Topics/Benchmarks for ELA 2019 State Adoption

Grade 1

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Historical Knowledge	SS.1.A.2.1 Understand history tells the story of people and events of other times and places. SS.1.A.2.2 Compare life now with life in the past. SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.	• Celebrations and national holidays • History • People from the past who have shown character ideals and principles including honesty, courage, and responsibility
Civics and Government	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. SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community. SS.1.C.1.3 Give examples of the use of power without authority in the school and community.	• Rules and laws in the school and community
Civics and Government	Civic and Political Participation	SS.1.C.2.1 Explain the rights and responsibilities students have in the school community. SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community. SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community. SS.1.C.2.4 Show respect and kindness to people and animals.	• Respect and kindness to people and animals • Responsible citizenship in the school community

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Civics and Government	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. SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.	• Conflict resolution • Symbols and individuals that represent American constitutional democracy

Social Studies Content Topics/Benchmarks for ELA 2019 State Adoption

Grade 2

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Historical Knowledge	SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America. SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States. SS.2.A.2.3 Describe the impact of immigrants on the Native Americans. SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time. SS.2.A.2.5 Identify reasons people came to the United States throughout history. SS.2.A.2.6 Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954. SS.2.A.2.7 Discuss why immigration continues today. SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.	• Daily life of people living in Colonial America • Ellis Island and the Statue of Liberty • Immigration to the United States • Native Americans (North America)
Civics and Government	Foundations of Government, Law, and the American Political System	SS.2.C.1.1 Explain why people form governments. SS.2.C.1.2 Explain the consequences of an absence of rules and laws.	• Related to rules and laws

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Civics and Government	Civic and Political Participation	SS.2.C.2.1 Identify what it means to be a United States citizen either by birth or by naturalization. SS.2.C.2.2 Define and apply the characteristics of responsible citizenship. SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights. SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community. SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	• Contributions of African Americans, Hispanics, Native Americans, veterans, and women • Responsible citizenship
Civics and Government	Structure and Functions of Government	SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government. SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.	• Related to the Constitution

Social Studies Content Topics/Benchmarks for ELA 2019 State Adoption

Grade 3

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Civics and Government	Foundations of Government, Law, and the American Political System	SS.3.C.1.1 Explain the purpose and need for government. SS.3.C.1.2 Describe how government gains its power from the people. SS.3.C.1.3 Explain how government was established through a written Constitution.	• Related to the United States Constitution
Civics and Government	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.	• Related to civility, cooperation, volunteerism, and other civic virtues
Civics and Government	Structure and Functions of Government	SS.3.C.3.1 Identify the levels of government (local, state, federal). SS.3.C.3.2 Describe how government is organized at the local level. SS.3.C.3.3 Recognize that every state has a state constitution. SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.	• Levels of government (local, state, federal) • Related to the State of Florida Constitution

Social Studies Content Topics/Benchmarks for ELA 2019 State Adoption

Grade 4

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S History	Pre-Columbian Florida	SS.4.A.2.1 Compare Native American tribes in Florida.	• Pre-Columbian Native American Tribes in Florida
U.S. History	Exploration and Settlement of Florida	SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions. SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida. SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States. SS.4.A.3.6 Identify the effects of Spanish rule in Florida. SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory. SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration. SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	• European colonization of Native American tribes of Florida • Explorers who came to Florida • Fort Mose • History of Florida as a U.S. territory • History of St. Augustine • Life in Florida missions • Seminole Wars • The Seminole tribe

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Growth of Florida	SS.4.A.3.10 Identify the causes and effects of the Seminole Wars. SS.4.A.4.1 Explain the effects of technological advances on Florida. SS.4.A.4.2 Describe pioneer life in Florida.	• Pioneer life in Florida • Technological advances that impacted Florida (e.g. steam engine, steamboats)
U.S. History	Crisis of the Union: Civil War and Reconstruction in Florida	SS.4.A.5.1 Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.	• Challenges Floridians faced during Reconstruction • Florida's involvement in the Civil War
U.S. History	Industrialization and Emergence of Modern Florida	SS.4.A.6.1 Describe the economic development of Florida's major industries. SS.4.A.6.2 Summarize contributions immigrant groups made to Florida. SS.4.A.6.3 Describe the contributions of significant individuals to Florida. SS.4.A.6.4 Describe effects of the Spanish American War on Florida.	• Contributions immigrant groups made to Florida • Contributions of significant individuals to Florida • Economic development of Florida's major industries • Effects of the Spanish American War on Florida
U.S. History	Roaring 20's, the Great Depression, and WWII in Florida	SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust. SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression. SS.4.A.7.3 Identify Florida's role in World War II.	• 1920's Florida land boom and bust • Challenges Floridians faced during the Great Depression • Florida's role in World War II

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Contemporary Florida into the 21st Century	SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement. SS.4.A.8.2 Describe how and why immigration impacts Florida today. SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth. SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.	• Effect of the United States space program on Florida's economy and growth • Florida's role in the Civil Rights Movement. • Present day Immigration in Florida • Tourism and Florida's economy and growth
U.S. History	Chronological Thinking	SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.	• Text with timelines of Florida history
Civics and Government	Foundations of Government, Law, and the American Political System	SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.	• Florida's constitution
Civics and Government	Civic and Political Participation	SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens. SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems. SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.	• Public issues in Florida that impact the daily lives of its citizens • Florida citizens working together to influence government and help solve community and state problems • Public service, voting, and volunteerism in Florida

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Civics and Government	Structure and Functions of Government	SS.4.C.3.1 Identify the three branches (Legislative, Judicial, Executive) of U.S History government in Florida and the powers of each. SS.4.C.3.2 Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).	• Legislative, Judicial, Executive branches of government in Florida • Local and state government in Florida

Social Studies Content Topics/Benchmarks for ELA 2019 State Adoption

Grade 5

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Pre-Columbian North America	SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.	• Native American Culture • Aztecs/Mayas • Mound Builders/Anasazi/Inuit • Cliff dwellers and Pueblo people of the desert Southwest • Coastal tribes of the Pacific Northwest • Nomadic nations of the Great Plains • Woodland tribes east of the Mississippi River
U.S. History	Exploration and Settlement of North America	SS.5.A.3.1 Describe technological developments that shaped European exploration. SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.	• European exploration and technology • Nationality, sponsoring country, motives, dates and routes of travel, and accomplishments of the European explorers • Interactions among various groups such as Native Americans, Africans, English, French, Dutch, and Spanish for control of North America
U.S. History	Colonization of North America	SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement. SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.	• Motivation for colonial settlement • Characteristics of New England, Middle, and Southern colonies • Significant individuals responsible for the development of the New England, Middle, and Southern colonies

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	Colonization of North America	SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies.	• Political, economic, and social aspects of daily colonial life in the thirteen colonies • Triangular Trade • Introduction, impact, and role of slavery in the colonies
U.S. History	American Revolution & Birth of a New Nation	SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution. SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution. SS.5.A.5.3 Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution. SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution. SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. SS.5.A.5.7 Explain economic, military, and political factors which led to the end of the Revolutionary War. SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution. SS.5.A.5.9 Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).	• Causes of the American Revolution • Significant individuals and groups who played a role in the American Revolution • Historical documents including key political concepts, origins of these concepts, and their role in American independence • Roles and impact of significant women during the American Revolution • Major battles and military campaigns of the American Revolution. • Contributions of foreign alliances and individuals to the outcome of the Revolution • Economic, military, and political factors that led to the end of the Revolutionary War • Personal and political hardships resulting from the American Revolution

	Topic (Unit)	Benchmarks	Reading Passages within Topic
U.S. History	American Revolution & Birth of a New Nation	SS.5.A.5.10 Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.	• Land policies developed under the Confederation Congress (Northwest Ordinance of 1787). • Significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy
Civics and Government	Foundations of Government, Law, and the American Political System	SS.5.C.1.1 Explain how and why the United States government was created. SS.5.C.1.2 Define a constitution, and discuss its purposes. SS.5.C.1.3 Explain the definition and origin of rights. SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses. SS.5.C.1.5 Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution. SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.	• Articles of Confederation • The Bill of Rights • The Declaration of Independence • The United States Constitution

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Civics and Government	Civic and Political Participation	SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution. SS.5.C.2.2 Compare forms of political participation in the colonial period to today. SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today. SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.	• Passages about civic responsibility • Related to Patriots, Loyalists, and "undecideds" • The Bill of Rights • The United States Constitution
Civics and Government	Structure and Functions of Government	SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. SS.5.C.3.1 Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution. SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights. SS.5.C.3.3 Give examples of powers granted to the federal government and those reserved for the states. SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples. SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.	• Law making process • Rights of citizens

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Civics and Government	Structure and Functions of Government	SS.5.C.3.6 Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.	• The Bill of Rights • The United States Constitution

Science

Content Topics/Benchmarks

for

ELA 2019-20 State Adoption

Science Content for 2019 ELA Adoption

Kindergarten

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Earth in Space and Time	SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. SC.K.E.5.2 Recognize the repeating pattern of day and night. SC.K.E.5.3 Recognize that the Sun can only be seen in the daytime. SC.K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day. SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth. SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.	• Gravity pulls objects toward the ground unless they are held up by something. • Day and night repeat their pattern. • Sun can only be seen in the daytime, but sometimes the moon can be seen at night and sometimes during the day. • Things can appear small from earth and some things can appear large like the Sun and the moon • Some things are far from earth like stars, and some things are nearer, like the moon.
Life Science	Organization and Development of Living Organisms	SC.K.L.14.1 Recognize the five senses and related body parts. SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.	• Humans have 5 senses that relate to body parts. • Animals and plants can be portrayed with characteristics and behaviors they don’t have in real life. • Plants and animals can be alike and different in how they look and things they do.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Forms of Energy	SC.K.P.10.1 Observe that things that make sound vibrate.	• Sound causes objects to vibrate.
Physical Science	Motion of Objects	SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.	• Objects can move in different ways.
Physical Science	Forces and Changes in Motion	SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.	• Pushing and pulling can change the way an object is moving.
Physical Science	Properties of Matter	SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	• Objects can be sorted by properties.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	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.	• Paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

Science Content for 2019 ELA Adoption

Grade 1

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Organization and Development of Living Organisms	SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them. SC.1. E.5.4 Identify the beneficial and harmful properties of the Sun.	• There are millions of stars scattered across the sky. It is very hard to count them because there are so many. • Earth's gravity pulls objects toward the center of the earth. • Using a magnifier, investigate how it makes objects appear larger so that people can see things easier. • The sun has harmful and beneficial properties. Humans need protection from the harmful properties. Plants need the sun to grow.
Earth/Space Science	Earth Structures	SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. SC.1.E.6.2 Describe the need for water and how to be safe around water. SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.	• The earth is made up of rock, water, soil and living things. • Living things need water to live. • Water can be dangerous when it moves or when a person doesn't have skills to swim.
Life Science	Organization and Development of Living Organisms	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. SC.1.L.14.3 Differentiate between living and nonliving things.	• Using sight, hearing, smell, touch and taste, investigate and make observations of things in the environment. • Flowering plants have roots, stems, leaves and flowers. • Everything can be classified as living or non-living.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Life Science	Heredity and Reproduction	SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.	• Individuals have different variations in how they look, but closely resemble their parents.
Life Science	Interdependence	SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.	• All living things need air, water, food and space.
Physical Science	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.	• Objects can move in many ways such as a straight line, zigzag, back –and- forth, round- and- round, fast and slow.
Physical Science	Forces and Changes in Motion	SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull.	• Applying a push or a pull will change the motion of an object.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Properties of Matter	SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.	• Objects can be sorted by size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

Science Content for 2019 ELA Adoption

Grade 2

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Earth Systems and Patterns	SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season. SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate). SC.2.E.7.4 Investigate that air is all around us and that moving air is wind. SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather-related events.	• Seasonal weather and day to day weather patterns. • Thermometers are used to measure land, water and air. • Water evaporates in an open container, but not in a closed container. • Moving air is called wind. Air is all around us even though we can't see it. • When severe weather is approaching, humans need to be prepared.
Earth/Space Science	Earth Structures	SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes. SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed. SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.	• Earth is made up of rocks of different shapes and sizes. • Soil is made up of rocks and dead plants. • Soil is created through erosion and weathering. • Soil can be classified by color, texture, ability to support plant life and retain water.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Life Science	Organization and Development of Living Organisms	SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	• Brain, heart, lungs, stomach, muscles and skeleton are human body parts. • Each body part has a specific function • Heart: circulate blood • Lungs: respiration/breathing • Stomach: hold and mash food • Skeleton: body support • Muscles: movement
Life Science	Heredity and Reproduction	SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.	• Life cycle of a plant: seed, seedling, young adult, mature adult. • Life cycle of a butterfly: egg, larva, pupa, adult.
Life Science	Interdependence	SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival. SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.	• All living things require air, food, space • Compare plant to animal needs • Compare human to mammal needs • Compare different animals' needs • Compare habitats to animal needs

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Forms of Energy	SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.	• Electricity provides energy that can be used to cook, cool or warm homes, power cars and other electrical devices.
Physical Science	Forces and Changes in Motion	SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects. SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them. SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up. SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.	• Use pushes and pulls on different objects to find out how they are affected. • Use magnets to show how their force can move other objects without touching them. • Know that gravity pulls objects towards the center of the earth. • Show that pushing or pulling an object with greater force gives a greater change in motion.
Physical Science	Properties of Matter	SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets. SC.2.P.8.2 Identify objects and materials as solid, liquid, or gas. SC.2.P.8.3 Recognize that solids have a definite shape and that liquids and gases take the shape of their container. SC.2.P.8.4 Observe and describe water in its solid, liquid, and gaseous states. SC.2.P.8.5 Measure and compare temperatures taken every day at the same time.	• Measure objects by their properties: shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets. • Identify solids, liquids, gases. • Solids have a definite shape. • Liquids take the shape of their container. If there is no container, water spreads out. • Frozen water is ice. Liquid water is water. Gaseous water is water vapor.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Properties of Matter	SC.2.P.8.6 Measure and compare the volume of liquids using containers of various shapes and sizes.	• Create and compare data by measuring temperature in the same place at the same time for a period of time. • Measure and compare the same amount of volume in varying sized and shaped containers.

Science Content for 2019 ELA Adoption

Grade 3

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Earth in Space and Time	SC.3.E.5.1 Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light. SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light. SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to Earth. SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome. SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.	• There is one star on our solar system named sun. • Diagram There are billions of stars that we can see at night that are not in our solar system. They have names too. • Some stars seem larger than others and some seem smaller. • Some stars seem larger because they are closer to the Earth. • Some stars seem larger because they are larger than other stars, but they are all very far away. • Sun appears largest because it is closest to earth. • Comparison diagram of microscope and telescope. Using a telescope helps humans see more stars. • Sun gives the earth different types of energy; one type is light. • Diagram of bouncing ball, rocket overcoming gravity.
Earth/Space Science	Earth Structures	SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.	• Diagram of a thermometer during the day at the beach and at night. • Sun’s energy heats up the earth. At night, the earth cools down. • Ice cream melts faster in the sun than in the shade.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Life Science	Organization and Development of Living Organisms	SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction. SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.	• Some plants are made up of roots, stems, leaves and flowers. • Roots anchor them in the ground. • Stems support and hold them up. They also help transport water and minerals to the leaves and flowers. • Leaves make “food” for the plant to use to live, grow and reproduce. • Flowers create seeds that grow to make other plants • Diagram of plant growing toward light from different positions i.e. tipped pot, shady area, towards window • Seeds sprout because of the warmth of the soil. • Roots generally grow toward the center of the earth because of gravity.
Life Science	Diversity and Evolution of Living Organisms	SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.	• Animals can be classified as vertebrate or invertebrate. • Vertebrates can be classified as mammals, birds, reptiles, amphibians and fish. • Invertebrates do not have a backbone. Some have shells and some have exoskeletons. Some have none. • Some animals lay eggs such as reptiles, amphibians, fish and birds. • Some animals give live birth such as mammals, reptiles, fish. • Some animals do both such as fish and reptiles. • Mammals have hair and give milk to young.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
			• Birds have feathers. • Reptiles have scales. • Amphibians need moisture. • Fish have gills. • Plants can be classified as flowering or nonflowering. • Flowering plants produce seeds. • Nonflowering plants produce spores.
Life Science	Interdependence	SC.3.L.17.1 Describe how animals and plants respond to changing seasons. SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.	• Animals respond to changing seasons through physical and behavioral changes. • Mammals may grow or shed hair depending on if it is winter or summer. • Some animals hibernate in winter. • Some plants drop their leaves in autumn and regrow them in spring. • Some animals migrate to a warm area for food sources. • Plants use energy from the sun, air and water to make their own “food” to live, grow and reproduce.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Forms of Energy	SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical. SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change. SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.	• Some forms of energy can be light, heat, sound, mechanical and electrical. • All energy has the ability to cause motion or create change. • Energy can be stored until it is needed. • Electricity is generated at a power plant and runs through transmission lines to homes and businesses. • Energy comes from the sun. • Food gives living things energy to stay alive. • Mechanical energy can be seen in a car engine, moving bike pedals, waterwheel. • Adding heat creates change • Removing heat creates change. • Light ray energy travels in a straight line. It cannot go around an object. • Light that is blocked creates a shadow. • Light can be absorbed causing a change in temperature. • Dark colored objects absorb light energy causing an increased temperature of the object.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Forms of Energy	SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.	• Light colored objects reflect light energy causing less increase of temperature. • Light can be reflected by shiny surfaces such as water, glass and mirror.
Physical Science	Energy Transfer and Transformations	SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat. SC.3.P.11.2 Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.	• Light can be refracted. • Diagram When light energy passes through transparent liquid, it causes the energy to slow down and appear broken or separated to our eye
Physical Science	Properties of Matter	SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids. SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids. SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	• The amount of heat that objects contain can be measured. • Temperature of solids and liquids can be measured with a thermometer. • Solids can have different temperatures and will turn into a liquid if enough heat is added. • Liquids can have different temperatures and will turn into solid if enough heat is removed • Mass is the amount of “stuff” in an object. • Mass can be measured with a pan balance. • Mass can be measured in grams. • Volume is the amount of space an object takes up.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
			• Diagram A box filled with bricks compared to the same box filled with cotton. Same volume, different mass • Objects can be classified by their properties. • Some properties are size, shape, color, texture and hardness.
Physical Science	Changes in Matter	SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.	• Adding heat to frozen water (ice) causes it to melt into liquid water. • Adding heat to liquid water causes it to boil and evaporate into water vapor (steam). • Removing heat from water vapor causes condensation. • Removing heat from water vapor causes the water vapor to turn into liquid water. • Removing heat from liquid water causes it to freeze into ice.

Science Content for 2019 ELA Adoption

Grade 4

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Earth in Space and Time	SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons. High SC.4.E.5.2 Describe the changes in the observable shape of the moon over the course of about a month. Mod SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. Mod SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected. High SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida. High	• Movement of constellations in the night sky due to earth's rotation Stars appear to rise in the east and move towards the west due to earth's counterclockwise rotation. • Movement of constellations in the night sky through the seasons due to earth's orbital path around the sun i.e. Why can we see different constellations in the summer as opposed to winter? • Moon's revolution around the earth is tilted and takes 28 days • Moon rotates very slowly causing earth to see only one side of the moon. One rotation takes 28 days. • Moon phases over the course of a month (labeled diagrams with explanation) • Revolution of earth related to time 365 days including diagrams • Rotation of earth related to time 24 hours including diagrams • A 23.5 degree axis of earth causes seasons due to indirect heating by rays of the sun • Real life diagrams showing relationship of earth and moon during different days of the month • Real life diagrams showing relationship of earth and sun during different parts of the year • Real life diagrams showing relationship of earth, moon and sun throughout the year

	Topic (Unit)	Benchmarks	Reading Passages within Topic
			• NASA, ULA, SpaceX and other space research exploration companies and their effect on Florida's economy and growth
Earth/Space Science	Earth Structures	SC.4.E.6.1 Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure). Low SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks. Mod SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable. Mod SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice). Mod SC.4.E.6.5 Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things. High SC.4.E.6.6 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy). Low	• Three types of rocks: igneous-volcanic/pumice/obsidian; sedimentary-fossils and layered rocks found in many instances near water sources and caused by deposition and erosion; metamorphic-heat and pressure create very dense rock/marble • Properties of minerals: color, luster, cleavage, streak color • Rocks are made up of minerals • Humans use resources to stay alive • Resources can be renewable or non-renewable • Renewable resources include air, water, solar, biomass • Nonrenewable resources include fossil fuels such as; natural gas, coal, gasoline, oil, petroleum • Physical weathering on rocks to include effects from wind, water, root degradation of rock creating soil, water contraction and expansion due to thawing and freezing causing cracks • Comparison of weathering (breaking down) to erosion (movement) of rock • Erosion (movement) caused by rivers, waves, winds, glaciers, gravity • Illustrate different forms of magnification including hand lens, microscope, electron microscope, telescope and how these tools magnify to be able to observe closely

	Topic (Unit)	Benchmarks	Reading Passages within Topic
			• A map of Florida resources including a key that defines where sources of fresh water, phosphate, oil, limestone, silicon, wind and solar energy can be found
Life Science	Heredity and Reproduction	SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination. Mod SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. High SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning. High SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants. Mod	• Diagrams of flowering plants with their reproductive parts labeled. • Pollination by bees, pollen entering stigma and traveling through style to ovary to fertilize the eggs creating seeds. • Illustration of different types of seed dispersal in Florida to include “hitchhikers”, wind dispersal, water dispersal, scat, seed pod explosion • Germination labeled in life cycle illustration of plant • Environmental changes (stimuli) cause changes in plant and animal characteristics for instance, pollution, climate change, lack of water or food source can cause plants and animals to physically change or adapt. • Some plant and animal behaviors are innate like phototropism, hibernation, migration and suckling • Other behaviors are learned skills such as hunting, using a tool as an aid to attain food, imprinting, habituation • Life cycle diagrams of Florida species including flowering and non- flowering plants (ferns and mosses), conifers • Life cycle diagrams of invertebrates and vertebrates including dragonflies, grasshoppers, frogs, Florida mammal, Florida bird, fish, reptile

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Life Science	Interdependence	SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country. Mod SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them. Mod SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers. Mod SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment. High	• Comparison of seasons in Florida (especially wet/ dry season) to temperate, desert and polar regions. Comparison of animals and plants in these regions during different seasons; spring, summer, fall, winter • Aquatic and land energy pyramid showing the transfer of energy up the pyramid starting with the Sun as the resource for all energy on Earth to producers to herbivores to omnivores and carnivores to decomposers. • Aquatic and land food chain showing transfer of energy starting with the sun→producer→consumers (herbivore→carnivore)→decomposer • Plants and animals can cause environmental changes such as river flow blockage, blight • Humans can cause environmental changes such as land clearing, reforestation, water, land and air pollution
Physical Science	Forms of Energy	SC.4.P.10.1 Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion. Mod SC.4.P.10.2 Investigate and describe that energy has the ability to cause motion or create change. Mod	• Generally, energy is not matter and matter is not energy. Matter is the “stuff” and energy is the “action”. • Lightwaves are a small part of the electromagnetic waves produced by the sun that we see. ROYGBIV • Color is reflected energy that is not absorbed by the matter it hits. • Other forms of energy received from electromagnetic waves include radiowaves, microwaves, laser

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science continued	Forms of Energy	SC.4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates. High SC.4.P.10.4 Describe how moving water and air are sources of energy and can be used to move things. Mod	• Heat can be transferred through matter. Hot moves to cold. Radiation, conduction and convection. • Sound vibrates through matter. Without matter there is no sound. The more matter (denser) the faster the sound travels and the louder it sounds. Sound generally travels fastest through solids, then liquids, then gases. • Electrical energy can be transferred through conductors and not transferred through insulators • Energy can cause motion and be measured and transferred into electricity • Illustrations of energy causing motion such as leg pedaling causing bike movement, waterfall to electrical generation station, push causing a swing to move, burning fuel causing rocket to launch, food causing a person to move • Investigation or diagram showing how sound causes matter to vibrate. Higher energy causes more matter vibration causing a higher pitch. Lower energy causes less matter vibration causing a lower pitch, • Diagram how water can move boats downstream • Diagram how water can turn a turbine causing it to spin • Diagram how air can turn a turbine causing it to spin • Diagram showing how electricity is generated through a turbine and generator and copper

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Energy Transfer and Transformations	SC.4.P.11.1 Recognize that heat flows from a hot object to a cold object and that heat flow may cause materials to change temperature. Low SC.4.P.11.2 Identify common materials that conduct heat well or poorly. Low	• Diagram with heat flowing from hot pack to cold person causing hot pack to cool down and person to warm up; hot chocolate with spoon in it caused spoon to warm up and drink to cool down • Conductors: water, metals, people • Insulators: air, wood, styrofoam, rubber, glass
Physical Science	Motion of Objects	SC.4.P.12.1 Recognize that an object in motion always changes its position and may change its direction. Low SC.4.P.12.2 Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds. Mod	• Speed=distance divided by time • Time= distance divided by speed • Distance= time x speed • Investigation requiring students to determine the speed of an object. • Investigation of objects showing different masses travel at different speeds • Investigation of objects showing use of more and less force causes change in distance and speed of the object being tested • Objects in motion are changing position in the world (space)

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Properties of Matter	SC.4.P.8.1 Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets. Mod SC.4.P.8.2 Identify properties and common uses of water in each of its states. Low SC.4.P.8.3 Explore the Law of Conservation of Mass by demonstrating that the mass of a whole object is always the same as the sum of the masses of its parts. Mod SC.4.P.8.4 Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets. High	• Matter can be compared and measured. • Compare and measure objects according to mass, shape, volume, color, harness, texture, odor, taste, magnetism • Mass is the amount of “stuff” in an object • Volume is the amount of space an object takes up • Water can be found in three states of matter; solid, liquid, gas • Water can go through phase change by the addition or removal of thermal energy; steam, ice • Frozen water takes up more space than liquid water • Water can transfer energy • Water has surface tension • Investigate mass by measuring a whole object and comparing it to the object when taken apart (ie lego build) • Investigate that magnets attract objects with an opposite charge and repel objects with a similar charge • Magnetic north repels same polarity and attracts opposite polarity
Physical Science	Changes in Matter	SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking. Low	• Chemical changes cause matter to change to other matter • Chemical change causes matter to never return to its original form • Decaying and decomposing are examples of a chemical change • Rusted metal will never return to unrusted metal • Burning and cooking cause a chemical change. The matter will not ever change back into its original form.

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Earth in Space and Time	SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons. High SC.4.E.5.2 Describe the changes in the observable shape of the moon over the course of about a month. Mod SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day. Mod SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected. High SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida. High	• Movement of constellations in the night sky due to earth's rotation Stars appear to rise in the east and move towards the west due to earth's counterclockwise rotation. • Movement of constellations in the night sky through the seasons due to earth's orbital path around the sun i.e. Why can we see different constellations in the summer as opposed to winter? • Moon's revolution around the earth is tilted and takes 28 days • Moon rotates very slowly causing earth to see only one side of the moon. One rotation takes 28 days. • Moon phases over the course of a month (labeled diagrams with explanation) • Revolution of earth related to time 365 days including diagrams • Rotation of earth related to time 24 hours including diagrams • A 23.5 degree axis of earth causes seasons due to indirect heating by rays of the sun • Real life diagrams showing relationship of earth and moon during different days of the month • Real life diagrams showing relationship of earth and sun during different parts of the year • Real life diagrams showing relationship of earth, moon and sun throughout the year • NASA, ULA, SpaceX and other space research exploration companies and their effect on Florida's economy and growth

Science Content for 2019 ELA Adoption

Grade 5

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Earth in Space and Time	SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets. SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.	• Galaxy Composition • Inner and outer Planets in our Solar System • Objects in our Solar System
Earth/Space Science	Earth Systems and Patterns	SC.5.E.7.1 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes. SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time. SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.	• Water Cycle Model which includes phase changes of water, • Connection of Earth’s waters (including all phases) through the water cycle including transpiration and percolation • Weather tools and uses • Using weather tools to predict and determine weather • Weather compared to climate • Precipitation in different latitudes • Precipitation in different seasons in different latitudes

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Earth/Space Science	Earth Systems and Patterns	SC.5.E.7.6 Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water. SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan. .	• Weather in different environments • Climate related to latitude, elevation and proximity to water • Clouds • Hurricanes • Examples of hurricane plans
Life Science	Organization and Development of Living Organisms	SC.5.L.14.1 Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs. SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support – some with internal skeletons others with exoskeletons – while some plants have stems for support.	• Major Organs of the Body and their Functions • Similar physical structures of plants, animals and plants compared to animals
Life Science	Diversity and Evolution of Living Organisms	SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	• Environmental Changes over Time • Adaptations and Survival due to Environmental Changes over Time

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Life Science	Interdependence	SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.	• Environmental Plant and Animal Adaptations • Life Cycles of Flowering and Non-flowering Plants • Life Cycles of Reptiles • Life Cycles of Fish • Life Cycles of Mammals • Life Cycles of Amphibians • Life Cycles of Birds • Metamorphosis • Incomplete Metamorphosis
Physical Science	Forms of Energy	SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical. SC.5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change. SC.5.P.10.3 Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects. SC.5.P.10.4 Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.	• Forms of Energy: light, heat, sound, electrical, chemical and mechanical • Energy Creates Change • Attract and Repel/ Static Electricity • Energy Transformations from one form to other forms
Physical Science	Energy Transfer and Transformations	SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop). SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.	• Series Circuits • Parallel Circuits • Conductors and Insulators

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Forces and Changes in Motion	SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. SC.5.P.13.2 Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. SC.5.P.13.3 Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. SC.5. P.13.4 Investigate and explain that when a force is applied to an object but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced.	• Gravity and How it Affects Objects on Earth • Friction and How it Affects Objects on Earth • Pushes and Pulls • Newton's Laws • Balanced Forces
Physical Science	Properties of Matter	SC.5.P.8.1 Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. SC.5.P.8.2 Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process. SC.5.P.8.3 Demonstrate and explain that mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction. SC.5.P.8.4 Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.	• Properties of Matter • Materials that Dissolve and Don't Dissolve in Water • Speeding Up and Slowing Down the Dissolving Process • Separation of Mixtures including evaporation • Atoms and Molecules • Protons, Neutrons, Electrons

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Physical Science	Changes in Matter	SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature.	• How Heat Affects Matter Changes • Physical Changes of Matter • Chemical Changes of Matter

Art

Content Topics/Benchmarks

for

ELA 2019-20 State Adoption

Dance Content Topics/Benchmarks for ELA 2019 State Adoption

K-5

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Dance	Critical Thinking and Reflection	DA.K.C.1.1: Associate and identify words of action or feeling with watching or performing simple dances. DA.1.C.3.1: Share personal opinions on selected movement pieces, recognizing that individual opinions often vary. DA.2.C.1.3: Express the meaning or feeling of a dance piece creatively, using pictures, symbols, and/or words. DA.3.C.1.1: Identify one or more elements and, using accurate dance terminology, discuss how they are used to shape a piece into a dance. DA.4.C.3.1: Evaluate a dance by examining how effectively two or more elements were used in the piece. DA.5.C.1.1: Identify and discuss, using background knowledge of structure and personal experience, concepts and themes in dance pieces. DA.5.C.3.1: Critique a dance piece using established criteria.	• First person accounts of dance experience from perspective of an audience member, dancer, choreographer, etc. • Dance critiques
Dance	Skills, Techniques, and Processes	DA.K.S.1.1: Discover movement through exploration, creativity, and imitation. DA.1.S.1.1: Discover movement through exploration, creativity, self-discovery, and experimentation in dance. DA.2.S.3.5: Maintain balance in basic positions and in shifting weight through plie.	• Narratives regarding discovery of movement and artistic intention from perspective of the dancer and choreographer • Narratives that focus on the act of movement and what the dancer feels while moving

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Dance	Skills, Techniques, and Processes	DA.3.S.1.1: Create movement to express feelings, images, and stories. DA.4.S.3.2: Identify weaknesses in personal strength, flexibility, and range of motion, and apply basic, safe practice exercises to address the need. DA.5.S.1.1: Apply choreographic principles to create dance steps or sequences.	• Stories associated with specific dances and dance styles (folk, ballet, hip hop, etc.) • Narratives that detail a dancer's experience in practice and perseverance • Technical documents that detail dance instruction and choreographic practice
Dance	Organizational Structure	DA.K.O.3.1: Use movement to express a feeling, idea, or story. DA.K.O.3.2: Respond to a dance through movement and words. DA.1.O.3.1: Create movement phrases to express a feeling, idea, or story. DA.2.O.3.1: Use movement to interpret feelings, stories, pictures, and songs. DA.2.O.3.2: Describe a dancer or dance piece using words, pictures, or movements. DA.3.O.3.3: Share, using accurate dance terminology, ways in which dance communicates its meaning to the audience. DA.4.O.3.3: Respect varying interpretations of a dance, recognizing that viewer perspectives may be different. DA.5.O.3.2: Use accurate dance terminology as a means of identifying, communicating, and documenting movement vocabulary.	• Stories related to storytelling through dance • Narratives of specific dances • Technical documents that use dance terminology (i.e.: allegro, arabesque, attitude, barre, freeze, etc.) • Dance reviews of the same performance from varying perspectives

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Dance	Historical and Global Connections	DA.K.H.1.1: Dance to music from a wide range of cultures. DA.1.H.1.1: Practice children's dances from around the world. DA.1.H.3.1: Perform movement that infuses music, language, and numbers. DA.2.H.1.1: Perform a variety of dances to explore their origins, cultures, and themes. DA.2.H.3.2: Describe connections between creating in dance and creating in other content areas. DA.3.H.2.1: Discuss the roles that dance has played in various social, cultural, and folk traditions. DA.3.H.3.2: Identify connections between the skills required to learn dance and the skills needed in other learning environments. DA.4.H.1.2: Discuss why people of various ages and cultures dance and how they benefit from doing so. DA.4.H.2.1: Identify and examine important figures, historical events, and trends that have helped shape dance. DA.5.H.1.2: Describe the dances, music, and authentic costumes from specified world cultures. DA.5.H.2.1: Describe historical developments and the continuing evolution of various dance forms.	• Informative texts on a range of dance styles from different cultures (i.e.: samba, tango, ballet, Viennese waltz, Bollywood, Kabuki, contemporary, Broadway, etc.) • Texts that relate the creative and learning processes in dance to other content areas • Texts that detail the history of different dance styles (including important figures, events, tends, costuming, musical influences, etc.)

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Dance	Innovation, Technology, and the Future	DA.1.F.1.1: Create dances, with or without manipulatives, which imitate animated shapes, letters, animals, and/or storybook characters. DA.2.F.1.1: Create dances that interpret animals and storybook or other imagined characters. DA.3.F.1.1: Create dance pieces that interpret characters from stories, poems, and other literature sources. DA.4.F.3.1: Be on time, prepared, and focused in classes, and share skills and ideas with peers appropriately. DA.5.F.3.1: Show leadership by sharing ideas or by demonstrating or teaching skills to others.	• Literature that relate to specific dances or have served as inspiration for dance choreography • Biographies or Autobiographies that detail a dancer's experience and dedication to practice, leadership and performance

Music Content Topics/Benchmarks for ELA 2019 State Adoption

K-5

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Music	Critical Thinking and Reflection	MU.K.C.2.1: Identify similarities and/or differences in a performance. MU.K.C.3.1: Share opinions about selected pieces of music. MU.1.C.2.1: Identify the similarities and differences between two performances of a familiar song. MU.1.C.3.1: Share different thoughts or feelings people have about selected pieces of music. MU.2.C.3.1: Discuss why musical characteristics are important when forming and discussing opinions about music. MU.3.C.3.1: Identify musical characteristics and elements within a piece of music when discussing the value of the work. MU.4.C.1.2: Describe, using correct music vocabulary, what is heard in a specific musical work. MU.4.C.2.1: Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. MU.5.C.1.2: Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. MU.5.C.2.2: Describe changes, using correct music vocabulary, in one's own and/or others performance over time.	• Music Critiques • Texts that compare musical performances [tempo, lyrics/no lyrics, style – Grade 1] • Music critiques that include specific musical characteristics [tempo, rhythm, dynamics, instrumentation – Grade 2; tempo, rhythm, timbre, form, instrumentation, texture – Grade 3; intonation, balance, blend, timbre, posture, breath support – Grade 4; intonation, balance, blend, timbre – Grade 5] • Descriptive texts on what is heard during a musical performance [movement of melodic line, tempo, repeated and contrasting patterns – Grade 4] • Texts that theorize composer's intent for a piece of music [title, historical notes, quality recordings, instrumentation, expressive elements – Grade 5]
Music	Critical Thinking and Reflection	MU.K.S.1.1: Improvise a response to a musical question sung or played by someone else. MU.1.S.1.1: Improvise a four-beat response to a musical question sung or played by someone else. MU.2.S.1.1: Improvise short phrases in response to a given musical question.	• Narrative texts that account musical response to a performance by someone else or improvisation [melodic,

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Music	Skills, Techniques, and Processes	MU.2.S.1.2: Create simple ostinati to accompany songs or poems. MU.3.S.1.1: Improvise rhythms or melodies over ostinati. MU.3.S.1.2: Create an alternate ending to a familiar song. MU.4.S.1.1: Improvise phrases, using familiar songs. MU.5.S.1.1: Improvise rhythmic and melodic phrases to create simple variations on familiar melodies. MU.5.S.2.1: Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.	rhythmic – Grade K; melodic, rhythmic – Grade 1; altering text, rhythm, pitch, melody – Grade 4] • Narrative texts that describe the process of creating musical pieces from songs or poems • Texts from the perspective of a composer or lyricist that detail the process in creating their own version of familiar songs • First person narratives that detail the internal skills needed to perform for rehearsals and performances
Music	Organizational Structure	MU.K.O.1.2: Identify similarities and differences in melodic phrases and/or rhythm patterns. MU.K.O.3.1: Respond to music to demonstrate how it makes one feel. MU.1.O.1.1: Respond to contrasts in music as a foundation for understanding structure. MU.1.O.3.1: Respond to changes in tempo and/or dynamics within musical examples. MU.2.O.1.1: Identify basic elements of music in a song or instrumental excerpt. MU.2.O.1.2: Identify the form of a simple piece of music. MU.3.O.1.1: Identify, using correct music vocabulary, the elements in a musical work. MU.3.O.1.2: Identify and describe the musical form of a familiar song.	• Response texts that detail the emotive impact of music [movement, drawings – Grade K; tempo, dynamics, timbre, texture, phrasing, articulation – Grade 5] • Texts that compare / explore various elements within different pieces of music [high/low, fast/slow, long/short, phrases – Grade 1; melody, rhythm, pitch, form – Grade 2; rhythm, pitch, timbre, form – Grade 3; rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque – Grade 4; rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz – Grade 5]

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Music	Organizational Structure	MU.3.O.3.1: Describe how tempo and dynamics can change the mood or emotion of a piece of music. MU.4.O.1.1: Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. MU.4.O.3.1: Identify how expressive elements and lyrics affect the mood or emotion of a song. MU.5.O.1.1: Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. MU.5.O.3.1: Examine and explain how expressive elements, when used in a selected musical work, affect personal response.	• Texts that explore what forms a piece of music [AB, ABA, call-and-response – Grade 2; AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda – Grade 3; • Texts that explore how music can have mood or emotion [tempo, dynamics, phrasing, articulation – Grade 4;
Music	Historical and Global Connections	MU.K.H.1.1: Respond to music from diverse cultures through singing and movement. MU.K.H.2.1: Respond to and/or perform folk music of American cultural sub-groups. MU.1.H.1.1: Perform simple songs, dances, and musical games from a variety of cultures. MU.1.H.1.2: Explain the work of a composer. MU.1.H.2.1: Identify and perform folk music used to remember and honor America and its cultural heritage. MU.2.H.1.1: Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures. MU.2.H.1.2: Identify the primary differences between composed and folk music.	• Texts that explore diverse cultures through song/music/movement [nursery rhymes, singing games, folk dances – Grade K; nursery rhymes, singing games, play parties, folk dances – Grade 1; , multi-cultural and classroom pitched or non-pitched instruments; bordun, ostinato – Grade 2; metals, woods, shakers, strings, voice: adult, child – Grade 3; communication, celebration, ceremony – Grade 5] • Texts that explore music of American culture [African American, Anglo-American, Latin American, Native American – Grade K; "This Land is Your Land," "Short'nin' Bread," "America" – Grade 1; birthdays, New Year, national and religious holidays – Grade 2; slavery, expansion of

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Music	Historical and Global Connections	MU.2.H.2.1: Discuss how music is used for celebrations in American and other cultures. MU.3.H.1.2: Identify significant information about specified composers and one or more of their musical works. MU.3.H.1.3: Identify timbre(s) in music from a variety of cultures. MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments. MU.4.H.1.2: Describe the influence of selected composers on the musical works and practices or traditions of their time. MU.4.H.2.1: Perform, listen to, and discuss music related to Florida's history. MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music. MU.5.H.1.1: Identify the purposes for which music is used within various cultures. MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures. MU.5.H.2.1: Examine the contributions of musicians and composers for a specific historical period. MU.5.H.2.2: Describe how technology has changed the way audiences experience music.	railroad, jazz, war, politics – Grade 3; music of Stephen Foster; Spanish, African American, and Native American influences; folk music; early music used to heal, signal, impress, intimidate, immortalize – Grade 4; • Biographical texts that explore the work of a composer • Texts that compare composed and folk music • Texts that explore how people experience music [live concert, musical theatre, Internet, recordings – Grade 4] • Texts that compare the stylistic and musical features of work from different cultures [use of rhythm, texture, tonality, use of folk melodies, improvisation, instrumentation, aural/oral traditions, principle drumming patterns – Grade 5]

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Music	Innovation, Technology, and the Future	MU.K.F.3.1: Exhibit age-appropriate music and life skills that will add to the success in the music classroom. MU.1.F.2.1: Describe how he or she likes to participate in music. MU.1.F.3.1: Demonstrate appropriate manners and teamwork necessary for success in a music classroom. MU.2.F.1.1: Create a musical performance that brings a story or poem to life. MU.2.F.2.1: Describe how people participate in music. MU.2.F.3.1: Collaborate with others in a music presentation and discuss what was successful and what could be improved. MU.3.F.1.1: Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.	• Texts that detail musician behaviors/skills needed for success [take turns, share, be a good listener, be respectful, display good manners – Grade K; take turns, share, be a good listener, be respectful, display good manners – Grade 1; take turns, share, be a good listener, be respectful, display good manners, work well in cooperative learning groups – Grade 2; work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups – Grade 3; punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely – Grade 4; dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented – Grade 5] • Texts that explore how individuals participate in music [sing with a family member or friend, make up songs, tap rhythms, play a musical instrument – Grade 1; singing with family or friends, school music classes, live concerts, parades, sound recordings, video games, movie soundtracks, television and radio commercials – Grade 2; performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music – Grade 3]

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Music	Innovation, Technology, and the Future	MU.3.F.2.2: Describe opportunities for personal music-making. MU.3.F.3.1: Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. MU.4. F.2.1: Describe roles and careers of selected musicians. MU.4. F.3.1: Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. MU.4. F.3.2: Discuss the safe, legal way to download songs and other media. MU.5. F.2.1: Describe jobs associated with various types of concert venues and performing arts centers. MU.5.F.3.1: Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. MU.5.F.3.2: Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.	• Texts that explore the connections/process for turning poetry into music [sound carpets, original stories and poems, literary works – Grade 2; sound carpets, original stories and poems, literary works – Grade 3] • Texts that explore careers in music [teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer – Grade 4; music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant – Grade 5] • Texts that account safe, legal ways to download music [sharing personal and financial information, copying and sharing music – Grade 4; downloading music and other digital media, sharing personal and financial information, copying music – Grade 5]

Theatre Content Topics/Benchmarks for ELA 2019 State Adoption

K-5

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Theatre	Critical Thinking and Reflection	TH.K.C.3.1: Recognize that individuals may like different things about a selected story or play. TH.1.C.3.1: Share opinions about selected plays. TH.2.C.1.1: Describe a character in a story and tell why the character is important to the story. TH.2.C.3.1: Identify important characteristics to discuss when sharing opinions about theatre. TH.3.C.2.2: Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills. TH.4.C.3.3: Define the elements of a selected scene that create an effective presentation of an event or person. TH.5.C.2.4: Identify correct vocabulary used in a formal theatre critique.	• Grade level appropriate critiques of theatrical performances and productions • Technical documents of character analysis • First person accounts of the actor experience in regard to artistic choice (performance intention)
Theatre	Skills, Techniques, and Processes	TH.K.S.1.2: Describe play-acting, pretending, and real life. TH.K.S.3.2: Describe the concept of beginning, middle, and ending in stories using dramatic play. TH.1.S.1.1: Exhibit appropriate audience etiquette and response. TH.2.S.1.2: Compare, explain, and exhibit the differences between play-acting, pretending, and real life. TH.2.S.3.2: Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play. TH.3.S.3.2: Use information gained from research to shape the creation of a character.	• Narratives that explore the difference between play-acting, pretending and real life situations [willing suspension of disbelief – grade 4, fourth wall – grade 5] • Stories that have a clearly defined and identified beginning, middle and end • Texts that explore theatrical performances from the perspective of an audience member

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Theatre	Skills, Techniques, and Processes	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. TH.4.S.3.3: Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience. 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. 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.	• Technical documentation that detail the use of dramatic conflict and resolution • Texts that explore well-known characters and their development • Scripts of literary works that have been developed into theatrical performances
Theatre	Organizational Structure	TH.1.O.2.1: Describe in words or by drawing a picture, the most exciting part in the story line of a play. TH.1.O.3.1: Compare a play to an animated movie that tells the same story. TH.2.O.1.2: Explain the difference between the stage, backstage, and audience areas. TH.2.O.2.1: Re-tell what happened in the beginning, middle, and end of a story after viewing a play. TH.3.O.1.1: Describe how an actor creates a character. TH.3.O.3.1: Compare the characteristics of theatre to television and movies. TH.4.O.2.1: Write a summary of dramatic events after reading or watching a play. TH.4.O.3.2: Explore how theatre is used to understand different cultures. TH.5.O.1.1: Explain an actor’s choices in the creation of a character for a scene or play. TH.5.O.3.2: Explore how theatre can communicate universal truths across the boundaries of culture and language.	• Narratives of audience experience attending theatrical performances • Comparative texts that detail animated movies vs a play, play vs theatre & t.v. • Technical documents that describe the between different stage areas (stage, backstage, audience, center stage, • Descriptive narratives regarding character development from the perspective of an actor • Texts that explore how different cultures engage in theatrical productions

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Theatre	Historical and Global Connections	TH.K.H.3.1: Describe feelings related to watching a play. TH.1.H.1.1: Identify characters in stories from various cultures. TH.2.H.1.2: Explain how to respond as an audience member in a different way, depending on the style of performance. TH.3.H.2.2: Create and tell a story, fable, or tale. TH.4.H.1.1: Re-create a famous character from Florida history. TH.4.H.1.3: Identify playwrights whose lives or careers have a connection with Florida. TH.4.H.2.2: Re-tell stories, fables, and/or tales from cultures that settled in Florida. TH.5.H.1.1: Research and describe the context in which a specified playwright wrote a particular dramatic work. TH.5.H.2.2: Identify types of early American theatre.	• Narratives of the emotional effect of a play on the audience • Plays/Stories from various cultures • Stories/Fables/Tales that have been used as source material for the development of plays [sourced from various cultures – grade 4] • Texts that explore Florida history from the perspective of individual accounts (Juan Ponce de León, Andrew Jackson, Jacques LeMoyne, Henry Flagler, Marjorie Kinnan Rawlings, etc.) • Biographical information regarding playwrights who have a connection to Florida (Tennessee Williams, Nilo Cruz, Bruce Rodgers) • Narratives that detail contextual information regarding the writer's development of a play • Scripts of early American theatre (melodrama, musical theatre, etc.)
Theatre	Innovation, Technology, and the Future	TH.K.F.3.1: Exhibit age-appropriate dramatic play behaviors. TH.1.F.3.1: Describe and discuss how to work together as actors. TH.2.F.2.1: Identify the jobs people can have in a theater.	• Narratives that detail the performance experience from the perspective of an audience member • Narratives that describe a theatre company works together to put on a performance • Technical documents that detail different jobs within a theater (actor, director, playwright, technician, etc.)

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Theatre	Innovation, Technology, and the Future	TH.3.F.3.1: Participate in a collaborative project to create a theatrical performance and reflect on the experience. TH.5.F.1.2: Create a new ending for a familiar story.	• Well-known stories that have been rewritten with different endings

Visual Art Content Topics/Benchmarks for ELA 2019 State Adoption

K-5

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Visual Art	Critical Thinking and Reflection	VA.K.C.2.1: Describe personal choices made in the creation of artwork. VA.1.C.1.2: Gather clues to help interpret and reflect on works of art. VA.2.C.1.2: Reflect on and discuss various possible meanings in works of art. VA.2.C.2.3: Use suggestions from others to modify the structural elements of art. VA.3.C.1.2: Reflect on and interpret works of art, using observation skills, prior knowledge, and experience. VA.3.C.3.1: Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design. VA.4.C.1.2: Describe observations and apply prior knowledge to interpret visual information and reflect on works of art. VA.4.C.3.2: Compare purposes for the structural elements of art and organizational principles of design in artworks and utilitarian objects. VA.5.C.1.2: Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art. VA.5.C.3.1: Use the structural elements of art and organizational principles of design when engaged in art criticism. VA.5.C.3.2: Use art-criticism processes to form a hypothesis about an artist's or designer's intent when creating artworks and/or utilitarian objects.	• Texts that detail artist intention when creating works of art • Texts that decode and breakdown meaning and symbolism within a work of art • Artist statements that include their artistic process and how they incorporate the elements of art and principles of design in their work (elements of art: line, shape, color, value, form, texture, space / principles of design: balance, contrast, emphasis, movement, pattern, rhythm, unity) • Formal/Analytic visual art critiques (from the perspective of art critiques, museum visitors, other artists, etc.)

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Visual Art	Skills, Techniques, and Processes	VA.K.S.3.4: Identify artwork that belongs to others and represents their ideas. VA.1.S.1.3: Create works of art to tell a personal story. VA.1.S.2.2: Describe the steps used in art production. VA.1.S.3.4: Identify and be respectful of artwork that belongs to others and represents their ideas. VA.2.S.1.3: Explore art from different time periods and cultures as sources for inspiration. VA.2.S.3.4: Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others. VA.3.S.1.2: Use diverse resources to inspire artistic expression and achieve varied results. VA.3.S.1.3: Incorporate ideas from art exemplars for specified time periods and cultures. VA.4.S.1.3: Create artworks that integrate ideas from culture or history. VA.4.S.3.4: Discuss the importance of copyright law in regard to the creation and production of art. VA.5.S.1.3: Create artworks to depict personal, cultural, and/or historical themes. VA.5.S.3.4: Use ethical standards, including copyright laws, when producing works of art.	• Artist narratives that describe their practice (variety of different 2D and 3D mediums and various styles both representative and abstract) • Texts that explore the body of work of different artists and identify the hallmarks of what makes their work uniquely theirs • Texts/Artist Statements that detail how a work of art connects to a personal story • Texts that explore ways to respectfully discuss works of art • Art Historical Texts • Texts that detail copyright information in visual arts production

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Visual Art	Organizational Structure	VA.K.O.2.1: Generate ideas and images for artworks based on memory, imagination, and experiences. VA.K.O.3.1: Create works of art to document experiences of self and community. VA.1.O.2.1: Create imagery and symbols to express thoughts and feelings. VA.1.O.3.1: Use personal symbols in artwork to document surroundings and community. VA.2.O.2.1: Use personal experience to convey meaning or purpose in creating artworks. VA.2.O.3.1: Create personally meaningful works of art to document and explain ideas about local and global communities. VA.3.O.2.1: Use creative and innovative ideas to complete personal artworks. VA.4.O.2.1: Use a variety of resources and art skills to overcome visual challenges in personal artworks. VA.5.O.2.1: Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork. VA.5.O.2.2: Use a variety of sources for ideas to resolve challenges in creating original works. VA.5.O.3.1: Create meaningful and unique works of art to effectively communicate and document a personal voice.	• Texts that describe the artistic process and inspiration for creating works of art • Texts that explore the value and impact of a community work of art • Texts that explore the relationship between emotions and a work of art/creating a work of art

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Visual Art	Historical and Global Connections	VA.K.H.1.1: Describe art from selected cultures and places. VA.K.H.1.3: Explain how art-making can help people express ideas and feelings. VA.K.H.2.1: Compare selected artworks from various cultures to find differences and similarities. VA.1.H.1.1: Discuss how different works of art communicate information about a particular culture. VA.1.H.2.1: Compare artworks from different cultures, created over time, to identify differences in style and media. VA.1.H.2.3: Identify places in which artworks may be viewed by others. VA.2.H.1.1: Identify examples in which artists have created works based on cultural and life experiences. VA.2.H.2.1: Identify differences or similarities in artworks across time and culture. VA.2.H.2.3: Identify the physical features or characteristics of artworks displayed in the community. VA.3.H.1.1: Describe cultural similarities and differences in works of art. VA.3.H.1.3: Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks. VA.3.H.2.1: Compare differences or similarities in artworks across time and culture. VA.4.H.1.1: Identify historical and cultural influences that have inspired artists to produce works of art. VA.4.H.1.3: Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.	• Art Historical Texts [comparing works from different cultures] • Texts that explore the relationship between art making and expression

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Visual Art	Historical and Global Connections	VA.4.H.2.1: Explore works of art, created over time, to identify the use of the structural elements of art in an historical event or art style. VA.4.H.2.3: Identify reasons to display artwork in public places. VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work. VA.5.H.1.3: Identify and describe the importance a selected group or culture places on specific works of art. VA.5.H.2.1: Compare works of art on the basis of style, culture, or artist across time to identify visual differences.	• Texts that narrate how an exhibition or a work of art is exhibited in a gallery/museum/community setting
Visual Art	Innovation, Technology, and the Future	VA.K.F.1.2: Identify real and imaginary subject matter in works of art. VA.K.F.3.1: Create artwork that communicates an awareness of self as part of the community. VA.1.F.1.1: Use various art media and real or imaginary choices to create artwork. VA.1.F.3.1: Describe the use of art to share community information. VA.2.F.1.1: Use imagination to create unique artwork incorporating personal ideas and selected media. VA.2.F.2.1: Identify work created by artists and designers. VA.2.F.3.1: Describe the use of art to promote events within the school or community. VA.3.F.1.1: Manipulate art media and incorporate a variety of subject matter to create imaginative artwork. VA.3.F.2.1: Identify places where artists or designers have made an impact on the community.	• Texts that account the narratives depicted in a work of art • Texts that explore the connection between artist and community

	Topic (Unit)	Benchmarks	Reading Passages within Topic
Visual Art	Innovation, Technology, and the Future	VA.3.F.3.1: Create artwork that communicates an awareness of events within the community. VA.4.F.2.1: Discuss how artists and designers have made an impact on the community. VA.4.F.3.1: Create art to promote awareness of school and/or community concerns. VA.5.F.1.1: Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks. VA.5.F.3.1: Create artwork to promote public awareness of community and/or global concerns.	• Artist/Designer biographies and informative texts regarding their work