Instructional Materials: K-5 English Language Arts

Materials submitted for the 2020-2021 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 Statutes were amended to require that the Just Read, Florida! Office, through the Department shall implement the following through instructional materials:

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.

Social Studies

Content Topics/Benchmarks

for

ELA 2020-2021 State Adoption

Social Studies Content Topics/Benchmarks for ELA 2021 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 • Being a role model • Using reason and sound judgement

Social Studies Content Topics/Benchmarks for ELA 2021 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.	• Using reason and sound judgement • Symbols and individuals that represent American constitutional democracy

Social Studies Content Topics/Benchmarks for ELA 2021 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 • Settlement of the United States • Contributions of naturalized immigrants • 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 • Declaration of Independence

Social Studies Content Topics/Benchmarks for ELA 2021 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 • Declaration of Independence
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 2021 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, Executive, Judicial branches of government in Florida • Local and state government in Florida

Social Studies Content Topics/Benchmarks for ELA 2021 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 republic
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 2020-2021 State Adoption

Science Content for 2021 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 2021 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 2021 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 2021 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. • 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 2021 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, temperature and and weather 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 have positive and negative impacts on the environment such as land clearing, reforestation, beautification, preservation, agriculture and 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 2021 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

	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 2020-2021 State Adoption

Dance Content Topics/Benchmarks for ELA 2021 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 2021 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 2021 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 2021 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