

Benchmark Results

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Benchmark#	Description	Remarks/Example	Idea/Standard	Subject	Grade	Body Of Knowledge/ Strand	Direct Link
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.		Earth in Space and Time	Science	3	Earth and Space Science	Click Here
SC.3.E.5.2	Identify the Sun as a star that emits energy some of it in the form of light.		Earth in Space and Time	Science	3	Earth and Space Science	Click Here
SC.3.E.5.3	Recognize that the Sun appears large and bright because it is the closest star to Earth.		Earth in Space and Time	Science	3	Earth and Space Science	Click Here
SC.3.E.5.4	Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.		Earth in Space and Time	Science	3	Earth and Space Science	Click Here
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.		Earth in Space and Time	Science	3	Earth and Space Science	Click Here
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.		Earth Structures	Science	3	Earth and Space Science	Click Here
SC.3.L.14.1	Describe structures in plants and their roles in food production, support, water and	Annually assessed on Grade 5 Science FCAT 2.0. Also	Organization and Development of Living Organisms	Science	3	Life Science	Click Here

	nutrient transport, and reproduction.	assesses SC.3.L.14.2 and SC.4.L.16.1. Integrate for compare/contrast HE.3.C.1.5. Recognize that body parts and organs work together to form human body systems.					
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.		Organization and Development of Living Organisms	Science	3	Life Science	Click Here
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.		Diversity and Evolution of Living Organisms	Science	3	Life Science	Click Here
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.		Diversity and Evolution of Living Organisms	Science	3	Life Science	Click Here
SC.3.L.17.1	Describe how animals and plants respond to changing seasons.		Interdependence	Science	3	Life Science	Click Here
SC.3.L.17.2	Recognize that plants use energy from the Sun, air, and water to make their own food.		Interdependence	Science	3	Life Science	Click Here

SC.3.N.1.1	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.	<p>* Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>** Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>	The Practice of Science	Science	3	Nature of Science	Click Here
SC.3.N.1.2	Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.	<p>* Florida Standards Connections: LAFS.3.SL.1.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and</p>	The Practice of Science	Science	3	Nature of Science	Click Here

		<p>texts, building on others' ideas and expressing their own clearly.</p> <p>** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.8: Look for and express regularity in repeated reasoning.</p>					
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.	<p>** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>	The Practice of Science	Science	3	Nature of Science	Click Here
SC.3.N.1.4	Recognize the importance of communication among scientists.	<p>* Florida Standards Connections: LAFS.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	The Practice of Science	Science	3	Nature of Science	Click Here
SC.3.N.1.5	Recognize that scientists question, discuss, and check each other's evidence and explanations.	<p>** Florida Standards Connections: MAFS.K12.MP.3: Construct viable</p>	The Practice of Science	Science	3	Nature of Science	Click Here

		arguments and critique the reasoning of others.					
SC.3.N.1.6	Infer based on observation.	** Florida Standards Connections: MAFS.K12.MP.6: Attend to precision.	The Practice of Science	Science	3	Nature of Science	Click Here
SC.3.N.1.7	Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.	** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically.	The Practice of Science	Science	3	Nature of Science	Click Here
SC.3.N.3.1	Recognize that words in science can have different or more specific meanings than their use in everyday language for example, energy, cell, heat/cold, and evidence.	* Florida Standards Connections: LAFS.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	The Role of Theories, Laws, Hypotheses, and Models	Science	3	Nature of Science	Click Here
SC.3.N.3.2	Recognize that scientists use models to help understand and explain how things work.	** Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.	The Role of Theories, Laws, Hypotheses, and Models	Science	3	Nature of Science	Click Here
SC.3.N.3.3	Recognize that all models are approximations of natural phenomena as such, they do not perfectly account for all observations.	** Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics.	The Role of Theories, Laws, Hypotheses, and Models	Science	3	Nature of Science	Click Here
SC.3.P.10.1	Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.		Forms of Energy	Science	3	Physical Science	Click Here

SC.3.P.10.2	Recognize that energy has the ability to cause motion or create change.		Forms of Energy	Science	3	Physical Science	Click Here
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.		Forms of Energy	Science	3	Physical Science	Click Here
SC.3.P.10.4	Demonstrate that light can be reflected, refracted, and absorbed.		Forms of Energy	Science	3	Physical Science	Click Here
SC.3.P.11.1	Investigate, observe, and explain that things that give off light often also give off heat.		Energy Transfer and Transformations	Science	3	Physical Science	Click Here
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.		Energy Transfer and Transformations	Science	3	Physical Science	Click Here
SC.3.P.8.1	Measure and compare temperatures of various samples of solids and liquids.	** Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.	Properties of Matter	Science	3	Physical Science	Click Here
SC.3.P.8.2	Measure and compare the mass and volume of solids and liquids.	Introduce the term mass as compared to the term weight. ** Florida Standards Connections: MAFS.3.MD.1.2; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.	Properties of Matter	Science	3	Physical Science	Click Here

SC.3.P.8.3	Compare materials and objects according to properties such as size, shape, color, texture, and hardness.	** Florida Standards Connections: MAFS.3.MD.2.4; MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.	Properties of Matter	Science	3	Physical Science	Click Here
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.		Changes in Matter	Science	3	Physical Science	Click Here
SC.35.CS-CC.1.1	Identify technology tools for individual and collaborative data collection, writing, communication, and publishing activities.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	Click Here
SC.35.CS-CC.1.2	Describe key ideas and details while working individually or collaboratively using digital tools and media-rich resources in a way that informs, persuades, and/or entertains.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	Click Here
SC.35.CS-CC.1.3	Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	Click Here
SC.35.CS-CC.1.4	Describe how collaborating with others can be beneficial to a digital project.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	Click Here

SC.35.CS-CC.1.5	Explain that providing and receiving feedback from others can improve performance and outcomes for collaborative digital projects.		Communication and collaboration	Science	35	Computer Science - Communication and Collaboration	Click Here
SC.35.CS-CP.1.1	Explain that searches may be enhanced by using Boolean logic (e.g., using “not” , “or” , “and”).		Data analysis	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.1.2	Identify and describe examples of databases from everyday life (e.g., library catalogs, school records, telephone directories, and contact lists).		Data analysis	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.1.3	Identify, research, and collect a data set on a topic, issue, problem, or question using age-appropriate technologies.		Data analysis	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.1.4	Collect, organize, graph, and analyze data to answer a question using a database or spreadsheet.		Data analysis	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.2.1	Perform keyboarding skills for communication and the input of data and information.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.2.2	Create, test, and modify a program in a graphical environment (e.g., block-based visual programming language), individually and collaboratively.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	Click Here

SC.35.CS-CP.2.3	Create a program using arithmetic operators, conditionals, and repetition in programs.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.2.4	Explain that programs need known initial conditions (e.g., set initial score to zero in a game, initialize variables, or initial values set by hardware input).		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.2.5	Detect and correct program errors, including those involving arithmetic operators, conditionals, and repetition, using interactive debugging.		Computer programming basics	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.3.1	Write, communicate and publish activities using technology tools.		Programming applications	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CP.3.2	Present digitally created products, either individually and collaboratively, where a topic, concept, or skill is carefully analyzed or thoughtfully explored.		Programming applications	Science	35	Computer Science - Computer Practices and Programming	Click Here
SC.35.CS-CS.1.1	Identify the concepts illustrated by a simulation (e.g., ecosystem, predator/prey, and invasive species).		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.1.2	Describe how models and simulations can be used to solve real-world issues in science and engineering.		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	Click Here

SC.35.CS- CS.1.3	Answer a question, individually and collaboratively, using data from a simulation.		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- CS.1.4	Create a simple model of a system (e.g., flower or solar system) and explain what the model shows and does not show.		Modeling and simulations	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- CS.2.1	Solve age-appropriate problems using information organized using digital graphic organizers (e.g., concept maps and Venn-diagrams).		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- CS.2.2	Describe how computational thinking can be used to solve real life issues in science and engineering.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- CS.2.3	Explain the process of arranging or sorting information into useful order as well as the purpose for doing so.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- CS.2.4	Solve real-world problems in science and engineering using computational thinking skills.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- CS.2.5	Explain that there are several possible algorithms for searching within a dataset (such as finding a specific word in a word list or card in a deck of cards).		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here

SC.35.CS-CS.2.6	Write an algorithm to solve a grade-level appropriate problem (e.g., move a character through a maze, instruct a character to draw a specific shape, have a character start, repeat or end activity as required or upon a specific event), individually or collaboratively.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.2.7	Identify and correct logical errors in algorithms; written, mapped, live action, or digital.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.2.8	Systematically test and identify logical errors in algorithms.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.2.9	Explain how to correct logical errors in algorithms; written, mapped, live action, or digital.		Problem solving and algorithms	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.3.1	Manipulate and publish multimedia artifacts using digital tools (local and online).		Digital tools	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.3.2	Create an artifact (independently and collaboratively) that answers a research question clearly communicating thoughts and ideas.		Digital tools	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.4.1	Identify the basic components of a computer (e.g., monitor,		Hardware and software	Science	35	Computer Science -	Click Here

	keyboard, mouse, controller, speakers).					Communication Systems and Computing	
SC.35.CS-CS.4.2	Describe the function and purpose of various input/output devices and peripherals (e.g., monitor, screen, keyboard, controller, speakers).		Hardware and software	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.4.3	Compare and contrast hardware and software.		Hardware and software	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.4.4	Identify and solve simple hardware and software problems that may occur during everyday use (e.g., power, connections, application window or toolbar).		Hardware and software	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.6.1	Describe how hardware applications (e.g., Global Positioning System (GPS) navigation for driving directions, text-to-speech translation, and language translation) can enable everyone to do things they could not do otherwise.		Human – Computer interactions and Artificial Intelligence	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS-CS.6.2	Compare and contrast human and computer performance on similar tasks (e.g., sorting alphabetically or finding a path across a cluttered room) to understand which is best suited to the task.		Human – Computer interactions and Artificial Intelligence	Science	35	Computer Science - Communication Systems and Computing	Click Here

SC.35.CS- CS.6.3	Explain that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).		Human – Computer interactions and Artificial Intelligence	Science	35	Computer Science - Communication Systems and Computing	Click Here
SC.35.CS- PC.1.1	Identify appropriate and inappropriate uses of technology when posting to social media, sending e-mail, and browsing the Internet.		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS- PC.1.2	Describe responsible uses of modern communication media and devices.		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS- PC.1.3	Explain the proper use and operation of security technologies (e.g., passwords, virus protection software, spam filters, pop-up blockers, and cookies).		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS- PC.1.4	Define plagiarism and understand the impacts of plagiarized materials.		Responsible use of technology and information	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS- PC.2.1	Explain how computers and computing devices are used to communicate with others on a daily basis.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS- PC.2.2	Describe types of cyberbullying and explain what actions should be taken		The impact of computing resources	Science	35	Computer Science - Personal,	Click Here

	if students are either victims or witnesses of these behaviors.		on local and global society			Community, Global, and Ethical Impact	
SC.35.CS-PC.2.3	Identify the legal and social consequences of cyberbullying/harassment in social media.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.2.4	Explain how access to technology helps empower individuals and groups (e.g., gives them access to information, the ability to communicate with others around the world, and allows them to buy and sell things).		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.2.5	Identify ways in which people with special needs access and use adaptive technology.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.2.6	Communicate about technology using appropriate terminology.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.2.7	Identify and describe how computing knowledge is essential to performing important tasks and functions.		The impact of computing resources on local and global society	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.3.1	Identify digital information resources used to answer research questions (e.g.,		Evaluation of digital information resources	Science	35	Computer Science - Personal,	Click Here

	online library catalog, online encyclopedias, databases, and websites).					Community, Global, and Ethical Impact	
SC.35.CS-PC.3.2	Gather, organize, and analyze information from digital resources.		Evaluation of digital information resources	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.3.3	Compare digital resources for accuracy, relevancy, and appropriateness.		Evaluation of digital information resources	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.4.1	Describe the difference between digital artifacts that are open or free and those that are protected by copyright.		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.4.2	Explain fair use for using copyrighted materials (e.g., images, music, video, and text).		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.4.3	Describe the purpose of copyright and the possible consequences for inappropriate use of digital materials that are protected by copyright.		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community, Global, and Ethical Impact	Click Here
SC.35.CS-PC.4.4	Describe the threats to safe and efficient use of devices (e.g., SPAM, spyware, phishing, and viruses) associated with various forms		Security, privacy, information sharing, ownership, licensure and copyright	Science	35	Computer Science - Personal, Community,	Click Here

	of technology use (e.g., downloading and executing software programs, following hyperlinks, and opening files).						Global, and Ethical Impact	
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